

# THE SCHOOL JOURNAL.

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# The School Journal.

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### CONTENTS.

#### EDITORIAL.

Important Events—Ideals—Friedrich Schiller—Realism and its Dancers—The City Dependent on the Country	363
A Review and a Statement	364
Educational Advance in Germany	364
Woman at Harvard	364
Should Mt. Holyoke Become a College?	364
The General Concept	365
Ezra Ruthven Eldridge	365

#### PERSONALS.

#### EDITORIAL NOTES.

#### CONTRIBUTED ARTICLES.

Mistakes in Teaching. By James L. Hughes.	365
Manual Training. By Dr. G. Von Taube, of the Gracery Park Training School, New York City.	366
Education on the Pacific Coast	366
A Suggestive Plan for a Teachers' Meeting.	366
Atmospheric Conditions, and Laws of Ventilation and Heating, at Col. Parker's Summer School.	367
Three Suggestions. By Solomon Sias.	367

#### THE SCHOOL-ROOM.

A Short Method in Multiplication. By Anna Johnson.	368
Faith-Culture by Drawing. By Frank Aborn, Cleveland, O.	368
Selections for Longfellow's Day.	368
Methode.—By Miss Bella Thomas, Normal Park, Ill.	368
A Method of Developing Twins of Numbers. By Prin. C. H. Gleason, Newark, N. J.	368
An Original Teachers' Alphabet. By Wm. M. Goffin, A.M., Newark, N. J.	369
Dexter Sheldon Stone.	370

#### EDUCATIONAL NOTES.

New York City Correspondence.	370
Letters.	371
Articles Interesting to Teachers from Recent Publications.	371

#### BOOK DEPARTMENT.

New Books.	372
Literary Notes.	372
Catalogues and Pamphlets Received.	372
Books Received.	372

The SCHOOL JOURNAL is sent regularly to its subscribers until a definite order to discontinue is received, and all arrears are paid in full.

PRESIDENT CLEVELAND'S message caused more comment than has any similar document for many years. His recommendation that the tariff be reduced to the expenses of the government met with a prompt response from Mr. Blaine, who opposes the measure on the ground that it would seriously cripple some of our American manufacturers. There are many opinions on this subject. Some assert that the whole internal revenue system should be swept away, leaving the tariff as it is; while others hold that the tax on whiskey should remain and that on tobacco be repealed. There has been considerable excitement in political circles in Europe. M. Carnot has not been so successful in harmonizing the Republican factions as was anticipated, and several attempts to form a cabinet have been unsuccessful. The attempted assassination of M. Ferry has made him the hero of the hour, and were an election to take place now, he would un-

doubtedly be chosen President. Added to this is the alarm felt on account of the massing of troops along the Austrian frontier by Russia. It is believed that the Czar is playing a game, and that he will not rashly precipitate a war with such a strong alliance against him.

THERE are many who would smash all ideal creations, and reduce the world to level practice work, and prose. Santa Claus must be represented as a humbug—a myth. The jingling sleigh bells of this old saint must be hushed to silence. There are two sides to this question, we confess, and since theologians are divided in their opinions, we will not inter-meddle but will believe, after all, with Dr. William M. Taylor of this city who says:

"The purism, which would rule out all Christmas celebrations, would deprive the nursery of all such "classics" as "Jack and the Bean Stalk," "Jack the Giant Killer," "Gulliver's Travels," and the like; would overlay entirely the youthful imagination; would put an end to all childish playing at this or that; and would, in a word, take the poetry out of childhood, and make it all only very dull prose. I am not sure but that, fairly carried out, it would also taboo all the literature of imagination, and destroy everything in the shape of a book that is not literal fact. Perhaps the writer has not sufficiently pondered the distinction between truth and fact, and has failed to perceive that a thing may be true, without being fact. The proper antithesis to fact is fiction and fiction may teach a deep truth. Santa Claus is a fiction; but the truth beneath that fiction, which sooner or later comes to the surface, is love—the love of parents for children, teachers for scholars, and Christians for each other; and probably in the end that truth is more effectively taught because of the impression made by Santa Claus in the beginning."

Well, if the ideal Santa Claus must go, must we also give up William Tell, Pocahontas, Washington's dear old lie, and then, at last, resign the god-like Shakespeare to the brain of the meanest, although the greatest man of his age.

But the ideal smashers have not and cannot take away the vision of a better day for pedagogy than it has yet seen. The teachers' age is dawning. With the brightness of a new Christmas, and a New Year, may record the recognition of a distinct profession of teaching from our honored Universities. Not only this, but there shall surely come the time when teachers shall rule boards of education and the community, and not be ruled by them; when the law shall go forth from the teachers' committee and not from the political caucus. Plato's ideal Republic will then be nearly realized for all the teaching fraternity.

HAVE you read the beautiful ideals of Friedrich Schiller? Have you ever known his ideal noble young men and women? How about Don Carlos, have you read him? When you become inspired by his spirit you will dream for days of Marquis De Posa. These thoughts have been emphasized by Robert Waters and thousands of others who get the inspiration of true genius.

IDEALISM has made the world what it is. We must have an ideal republic before we can have a real republic, and our ideal state must always be far in advance of our real state. No man can become a good man at one jump; he must jump forward many times before he gets far on the road toward his ideal life. The savage with his bow and arrows, his customs and superstitions, has his ideal, and he is striving to get to it, that is, if he is a decently good savage. Christianity is always saying: "Come up higher," and Christianity teaches that we shall eternally be getting up higher, but never get to the height. Plato is complained of because he was an idealistic philosopher. Men are saying, "Why didn't he come down to the life men

around him were living, and make them better?" His mission was higher. These practical utilitarians would say: "If Plato had written a treatise on 'how to make the soil of Attica produce more grain' he would have been a benefactor of his race, but as he was, he wasn't." They would wipe out of existence all ideal works, and relegate man to a diet of hard facts, or if they would tolerate works of imagination, they must be carefully kept for hours when there is nothing useful to be done: they must have the same relation to other mental food as confectionery has to bodily food. All this is wrong philosophy. Idealistic creations have made the world what it is. Every ornament is an attempt towards attaining an ideal. No human form has ever been created ideally perfect; and no Greek statue was ever carved that satisfied the minds of the critics. There is something yet to be attained, and there always will be something yet to be attained.

We have come to an intensely realistic, utilitarian, humanistic age. Everybody is after a corner lot, a good salary, a costly house, a good bank account. Charity—"sweet charity,"—is sold for money; benevolent men and women, in words "consecrated to the work of self sacrifice," can be bought to do the work of benevolence for so much gold. Everything is pushing. We jostle each other in the streets on the trains. The ideal of womanhood is lowering. The thought of almost every man is for something, that can be seen, held, weighed; something tangible, something that "pans out." We shall crowd each other until there will be a general smash up, a re-action—a reconstruction. It is coming, so sure as time shall come. The realism of the age will be satisfied with nothing but real things, and by and by, there will be a dearth of real things and then what will the world come to? We are coming to be intensely realistic in education. Our cry is, "Give us *things, things, things!*—things that can be handled, weighed, bought, sold, and become mine." Every man wants to own a liberal quantity of things,—hard, solid cash. A certain number of cubic yards of dirt, reaching down to hades, and up to the heavens. We own water, sunlight, heat, food, air, and almost the lives of others. In our admiration of the kindergarten system, and the Pestalozzian doctrines, we forget the deep ideal philosophy that impelled Fröbel and Pestalozzi to think and work. Both these men were idealists at heart. We have adopted their material works and left out their high conceptions. Away, forever and eternally with the notion that the object of an education is for the purpose of enabling pupils to earn a living. It is no such thing, only as the culture of the mind will make a man know how to grapple the problems of life and conquer them. Plato's high ideals were just what the world needed in his age, and just such high ideals are what we need in our age. If we undervalue ideals, we undervalue all that there is worth living for.

THE city is dependent on the country for its life and strength. The most prominent men in this city in every walk in life were born and bred in the country; when the country decays, cities decay; the life of the one is bound up in the other. No one disputes this fact. Strong, healthy, vigorous, hopeful, country young men, swell the number of strong, healthy, vigorous, hopeful, city men; men who are able to put their shoulders to the wheels of progress, and make them move forward. Our smaller colleges help the larger ones, our smaller cities increase the wealth of the larger ones, and our small district schools make the large city schools better. All the wheels are needed in the great machine. When cities despise and weaken the country they are in fact despising and weakening themselves. It pays to put a first rate teacher at first rate pay in a fifteenth rate district school.

## A REVIEW AND A STATEMENT.

Friends of manual training should criticise each other in a spirit of fairness and candor. When the opposite spirit is shown, the cause of educational progress receives injury, and the work of reform is much retarded. Those thoughts were suggested after reading an editorial in *Science* of December 2, and a review of Mr. Love's book on Industrial Education, in a previous issue of the same journal. Evidently the editor of *Science* did not read Mr. Love's book with much care, or he would not have written as he did, for no one has advocated more earnestly "the hand as the servant of the mind, and as one of the mind's agents of expression," than Mr. Love, and how the reviewer could have received the opinion that he was advocating "manual training as something foreign to mental training" we cannot see. Because Mr. Love would permit hand-work to be added to the present amount of school work as a privilege, *sometimes*, does not surely put him in the absurd position of urging sense discipline apart from mental discipline. Who believes that the education of the head does not mean the education of the brain? If the reviewer has so read Mr. Love, he must have seen between the lines, or out of his own imagination. No one, who has any sense at all, has for centuries been heard to advocate the dogma that any member of the body possesses independent motive power, or that impulses leading to its action do not originate in the mind. The mis-apprehension in the reviewer's mind arises from not understanding the standpoint from which Mr. Love wrote, that of a practical teacher. Let him take charge of a public school, and administer its affairs, and although he will not change his philosophy, he will change his method of applying and expressing it. Those who get down to hard facts and actual conditions, stop talking high philosophy and apply themselves to the administration of affairs. Philosophy they have, but they say very little about it, or if they do talk, they use language such as men and women who do not philosophize can understand. What sin against psychology does Mr. Love commit when he urges that manual training should be introduced, because "very many children dislike books?" How in the name of reason, can this "create havoc in any system of education?" Can not the minds of such children be reached? We cannot see the absurdity. The review of this book is so full of evident pre-determination to write it down as a failure, one cannot resist the belief that its author was laboring under some severe bodily malady, when he wrote his review, of such a nature as to render his mental sight disposed to see things that do not exist as well as things that are real in inverted or transposed relations. We are more inclined to this belief, after reading his first editorial in his issue of December 2, in which he says that State Superintendent Draper advocated the introduction of manual training in the public schools, not on account of its disciplinary value, but because of its "eventual utility."

The report of what Mr. Draper said at Rochester, does not indicate that he opposed manual training because of its intellectual force, but because in *addition to this excellence* it has great utility. We have all the intellectual force needed at present in our schools, is his argument, but this is not enough; we must give pupils, in addition, the power to help themselves in the work of the world. Let us take an example. Suppose algebra gives a certain amount of mental discipline. Suppose cooking gives the same amount; evidently the girls, at least, should study cooking instead of algebra; because of its added utility. The thorough study of Latin gives admirable mental training. Does the study of carpentry; molding in clay, designing, etc., give more? This question has not been answered, but the universal conclusion of the educational world is that while we must not decrease the amount of mental training in our schools, we must give more work that has relation to the work of the world. We do not advocate manual training on account of its practical utility, but because of its high intellectual value, and because in addition it touches the world in its every-day life, and gives added ability to fight its battles.

THE meeting of the California Teachers' Association, which takes place in Berkeley, Dec. 27-30, promises to be a most interesting one. There will be meetings of general interest; besides special meetings of the various grades, for the discussion of special work. The topics embrace a wide variety of subjects, and will be presented by able speakers. We predict a rare educational treat for our California friends. The meetings will be held in the building of the University of California.

## EDUCATIONAL ADVANCE IN GERMANY.

A system of evening classes is gradually becoming general, especially for primary pupils. It carries on education for two or three years longer. In Saxony the boys who leave the primary school, if they do not go to the higher schools, must attend for three years longer—say, until they are seventeen—continuation classes for at least five hours per week. But teaching is provided for them, and they are encouraged to attend twelve hours per week. So complete is this system that even the waiters at the hotels up to the age of seventeen attend afternoon classes and are taught one or two foreign languages. Saxony is one of the most advanced states, but the law is much the same in Wurtemburg and Baden, and the system is found to work so well that it is in contemplation to extend it next year to all the states in the German Empire, and Austria will probably follow suit.

## WOMAN IN HARVARD.

Contrary to promise a new college for women has been created in connection with Harvard University. The Annex has numbered more and more pupils each year. Last year the September classes opened with seventy-three students; the number rose during the year to ninety; this year there are 100 women studying in the Annex. A building on newly acquired estate has been transformed into a laboratory of chemistry, the working space of the physical laboratory has been enlarged, and a number of books have been added to the library. The endowment fund of the society amounts at present to but little over \$100,000. An invested fund of \$500,000 will be needed before the college can take the relative rank which its grade of instruction requires.

## SHOULD MT. HOLYOKE BECOME A COLLEGE?

For more than a generation Mt. Holyoke Seminary has been a most influential factor in solving the problem of the higher education of women. When it was founded, it was far in advance of the times and remained so for many years, but more recently Vassar, Wellesley, Smith, Bryn Mawr, the Harvard Annex, and Correll, have been established, with courses of study in advance of what Mt. Holyoke has ever provided, so that now, this school of Mary Lyon, is quite secondary in rank among the best women colleges in our country. If Mt. Holyoke is to keep abreast of these new colleges, it must establish a college department and afford every facility for the higher education. If this were done, its present efficiency would not only not be impaired but improved, for this advance would in no way interfere with the spirit and tone of the school, so pure and inspiring in the past, and likely to be perpetuated for many years to come; at least, so long as the works and methods of Mary Lyon are remembered. There are not enough higher colleges for women, and instead of founding new ones, let this old one be lifted into a sphere of larger opportunity and influence.

## THE "GENERAL" CONCEPT.

Call into your mind a general concept of a horse. Is it a one-toed animal? Has it a spinal column? Has it a long head and a fringed tail? "Of course."

What color is it? "No definite color?" Then your concept is not complete, for all horses have color. "Your concept is that of a brown horse?" Then it is an individual concept, for only individual horses are brown.

What are the form and stature of the horse you are mentally imaging? Is it short and thick-set, like a Shetland pony? Has it the form of a zebra? Is it a full-grown animal or a colt? "A mixture of all?" Then you are looking at a phantom, not a concept. "Massive and mottled gray?" Then it is an individual concept.

*Is there any such thing as a "general" concept?*

E. E. K.

An educational journal should not be filled with materials copied from well thumbed and long studied textbooks. For example, we the clip following from a teacher's paper.

"What is mood?

Ans. That property of the verb which expresses the manner or condition of being, action or state.

What is the participial mood?

Ans. The mood of those verbs which may have the construction of a noun, adjective, or adverb.

This mood embraces participles and infinitives. Both could be classed under infinitives, but since *participial* is more nearly sig-

nificant of the true nature of verbs in those moods, we prefer that name.

There are two classes of verbs in the participial mood, known as *participles* and *infinitives*, etc., etc.

Besides being open to valid criticism, such material is neither adapted to make practical or *progressive* public school teachers. Why stumble around among the boulders of a study that it would be better to refer to the higher schools? Let the children learn to express their thoughts in good English, and let the dry vocables of dreary theory go to the colleges and universities. Grammar is good, that is, that part of it that teaches the learner to speak and write his language correctly; but it is not at all necessary that a pupil should learn that some authors (by no means all), class infinitives with participles. The stumbling blocks of grammar are many, but the delights of thought-getting, and thought expressing are many more. Let us have grammar, but not dead dicta, dry statements, obsolete definitions, empirical parsing, and gridiron diagramming. The time has passed for such stuff in any department, except the higher grades, where young men and women of culture and maturity study dialectic.

ROBERT F. LEAMAN, a well-known business man of the firm of Van Antwerp, Bragg & Co., died at Cincinnati, Ohio, Dec. 12, after a week's illness.

## A DAKOTA paper draws the line thus:

WHICH?

Wife	or	Whiskey,
The Babes	or	The Bottle,
Home	or	Hell,

Sound, sensible, convincing.

THE paper of Col. Parker on Manual Training in last week's JOURNAL was a masterly argument, which should be read by every subscriber of the JOURNAL. When the Colonel puts his foot down, he does it with a force that is certain to attract attention.

THE memorial of St. Paul which some Americans propose to set up in his native city of Tarsus, will take the practical shape of a training school for orphans, of whom there are a great many in Cilicia. About \$2,500 a year have been pledged, a sum sufficient to support fifty children.

It is easy for a designing person to accuse an innocent teacher of grave offenses. An example of this recently occurred in Jersey City. A janitor circulated stories tending to destroy the characters of two teachers, one of them a principal, who has been connected with the schools of that city for twenty-seven years. It was alleged that the janitor was frequently drunk, and generally unreliable. The greatest care should be used when character is at stake, and the greatest punishment inflicted when unscrupulous persons undertake to pull down those who have for years sustained irreproachable moral characters.

An interesting experiment was made on the New York Central Railway, on Wednesday last that demonstrated the feasibility of heating a train of cars by steam from the locomotive. Six cars were attached to an engine, and starting from the Grand Central depot at ten o'clock, reached Albany at half past one. At half past two it started back. It was plain to see that the plan is one that has been thoroughly considered; every thing was well built and secure. The steam is never at a pressure of more than five pounds. It is so planned that one car can be left unheated and the next one back be heated; also that the heat can be increased or diminished.

The occasion brought together representatives from all the numerous railroads in the country, and members of the press. One car was devoted to lunching and dining the guests. Messrs. Monett & Duval, of the New York Central, were assiduous in their efforts; all enjoyed the trip.

The railroads take a deep interest in the intellectual development of the country; as the officer of one road remarked: "It is thinking people that ride on railroads; the more schools, the more railroads." The Central deserves credit for the enterprise it exhibits in every desired improvement for the comfort of its passengers. The train was composed entirely of "vestibuled" cars, so that it seemed like one car. This train leaves New York at 9:30 A. M. each day, and reaches Chicago at 9:30 A. M., the next morning—the distance being about 1,000 miles.

## PERSONALS.

DR. WALLACE WOOD's lectures on the Centuries of Art History, on Friday afternoons at the University of the City of New York, are largely attended and highly appreciated. Each of the lectures is illustrated by an entire picture gallery containing hundreds of engravings. Dr. Wood was educated at the École de Médecine and the University of France. During a residence of fifteen years in Germany, France, Italy, Greece, and Spain, he has made a collection of engravings of the highest class, including works from nearly all the great engravers, which he uses to illustrate his lectures on the epochs of history. He is author of "The Twenty Styles of Architecture" (London : Sampson, Low & Co., 1881,) and editor of "The Hundred Greatest Men" (3d edition, D. Appleton & Co., 1885.) The Dr. has been recently appointed Professor of the History of Art in the University of the City of New York.

THE REV. HIRAM C. HAYDN, who has been chosen president of Adelbert College, is fifty-six years old and was graduated at Amherst about twenty-five years ago. He has had a successful pulpit career.

WHEN Rev. Phillips Brooks was in Philadelphia lately, he was inquired of as to the results of the system of voluntary chapel prayers at Harvard University, which has replaced the immemorial compulsory services. He replied in substance, "Instead of seven or eight hundred, as formerly, there are now one hundred and fifty; but those one hundred and fifty are animated by a sincere spirit of devotion. The constraint and formality has passed away. And (whether or not, as a consequence of the change) the general religious tone of the University, has been, of late, greatly elevated and improved."

MR. J. H. EVANS, of Easton, Pa., is the new principal secured for Public School No. 21, Jersey City, N. J. Mr. Evans is a graduate of Lafayette College, class of '81, and, as he has already had experience as principal of a grammar school at Easton, there seems to be nothing lacking to insure his success in this new field.

MR. A. BRONSON ALCOTT, who is just beginning his eighty-ninth year, is in better health than he has enjoyed for a long time.

To carry out a resolution adopted by the Legislature of Pennsylvania, in May last, the following were appointed a commission to make inquiry, and report to the Legislature at its next session respecting the subject of industrial education, and the best means of promoting and maintaining the same in the several grades: George W. Atherton, president of the Pennsylvania State College; A. H. Fatterolf, president of Girard College; Nathan C. Shoeffler, Kutztown; George J. Luckey, Pittsburg, and Colonel Theodore W. Bean, Norristown.

EX-COUNTY COM. JAMES A. FOSHAY, of New York State, has accepted a position in California, to which state he will go the first of next year.

WALLACE BRUCE, Esq., of New York City, lectured at the recent institute held at Mauch Chunk, Pa. He also read selections from his own poems.

HON. H. M. LA FOLLETTE, Superintendent of Public Instruction, Indiana, has arranged for a meeting of institute conductors, as a section of the State Association, upon Wednesday, Dec. 28. The following papers will be read: Educational Science, as it should be presented in County Institutes; Prof. W. W. Parsons; Rational Presentation of Methods in County Institutes; Prof Arnold Tompkins; Kindergarten Instruction as Applicable to Primary Work in the County Schools; Mrs. Euclid Hailmann.

TEACHERS in New York, Brooklyn, and vicinity will not forget the excursion to Washington, D. C., under the supervision of Thomas H. Hendrickson, 317 Atlantic Avenue, Brooklyn. The tickets for the round trip, including first-class hotel board, three days, are offered for fourteen dollars. We know we are doing our readers a good service by calling their attention to this enterprise.

THE State Association of School Commissioners and State Superintendents will meet at Binghamton, N. Y., January 18-20.



EDWIN RUTHVEN ELDREDGE.

Edwin Ruthven Eldridge was born in White County, Indiana, August 31, 1843. He was descended on his father's side from sturdy New Jersey Dutch stock, and on his mother's from keen Scotch ancestors. He attended the common schools of Indiana and Iowa, to which state his father had removed in 1857. At the age of eighteen he entered Washington College. In the same year he enlisted in the war, but served only for a short time owing to ill health. A few months after his discharge, he began his first and notable term of teaching in the home school. Eighty-five scholars were enrolled, seventy-five of whom were young men and women. His life work was determined here, and from that time until the present, with the exception of several years spent on a farm in studying and regaining his health, his time and energies have been devoted to the cause of education.

In January, 1870, Mr. Eldridge was elected superintendent of schools in Washington County. Through his efforts the initiatory institute of the state was held, "The Normal Institute of Washington county," and under his direction also "The Washington County Normal and Training School" was organized. His educational meetings were a great success.

In 1873, at the second session of the "Training School," State Superintendent Abernethy called a meeting of county superintendents to observe its workings. There Supt. Eldridge presented the normal idea, as worked out in the school. They were highly pleased. After earnest conference, Col. Abernethy formulated the results in a bill presented and strongly advocated by him in the legislature. It passed, and the Normal Institute, as instituted and conducted by Supt. Eldridge, became a fixed thing in Iowa's educational economy. In '75, he was elected by the S. T. A., with Hon. Alonzo Abernethy and Hon. J. W. Akers, to organize and manage a state "Normal Institute," and was appointed Conductor. This institution was held at Des Moines in the summer of '86, and did much toward shaping the new Normal Institute work.

Supt. Eldridge has been indefatigable in his labors to promote the cause of education in Iowa. Eight times has he been recalled to the same county as its institute conductor. He has delivered over 2,000 formal lectures; the material of these, covering every phase of school and citizen life, which we are glad to learn, will soon be put in more enduring form.

Supt. Eldridge was invited to take charge of Grandview school, under seminary charter, to be raised to college grade. The Eastern-Iowa Normal School was thus opened in September, 1874. Remaining at Grandview seven years, it was moved to Columbus Junction in '81, induced by the superior location and proffered free deed to its present fine building. The silent work of his pen has influenced many matters of moment in temperance, and politics, as well as in education in Iowa. He has held many positions of trust and honor; was president of the Southeastern Iowa Superintendents' and Principals' convention in 1874, and presided alternately with Pres. Thompson at its joint session with the State Teachers' association. He was elected to the S. T. A. executive committee in 1876, and its chairman in 1879, and is now a member of the Educational Council and State Superintendent's Advisory board (elected in '88); also board director of the state reading circle (elected at its organization). His latest appointment is a member of the State Teachers' Board of Examination, for the term of five years from August 18, 1886.

These are the main facts, briefly stated, of the life of one of the most untiring, enthusiastic, and efficient workers in the cause of education in the state of Iowa.

## MISTAKES IN TEACHING.

BY JAMES L. HUGHES.

I.

IT IS A MISTAKE TO REGARD KNOWLEDGE AS OF GREATER IMPORTANCE THAN THE CHILD.

This is a fundamental error. For centuries the minds of teachers have been clouded by the accepted maxim: "Knowledge is power." This is only partially true. Knowledge in itself is not power. The undue recognition of a partial truth prevents our conception of the greater truth beyond it. A single human being is worth more than all the knowledge that can be communicated to him or acquired by him. Knowledge has no power of development in itself. Man has. Man is the grandest earthly power created by God, and he should continue to grow forever. The teacher has to deal with two elements of power, the child and knowledge. The attention of educators has been directed chiefly to knowledge. This should not be the case.

II.

IT IS A MISTAKE TO MAKE THE COMMUNICATION OF KNOWLEDGE THE GREAT AIM OF TEACHING, EVEN IN THE INTELLECTUAL TRAINING OF A CHILD.

The teacher should store the minds of his pupils. The more knowledge he communicates to them the better; provided that, in giving it, he does not cripple their power to gain knowledge independently for themselves. It would be a serious error to compel each child to attempt to acquire for himself by original experiments and investigation the accumulated knowledge of nearly sixty centuries. It would be a still greater blunder for the teacher to attempt to communicate all this knowledge to his pupils. The amount even of known truth that can be learned during school life is comparatively small. Valuable as knowledge may be, the power to acquire it independently is better. The more I value knowledge, the more carefully will I train my pupils, that they may be able to gain it for themselves after they leave school. What an advantage it will be to them to be keenly receptive to truth from books, from their fellowmen, and from the world of nature! The result of proper intellectual training should not be merely increased wisdom, but additional power to investigate known truth, and make discoveries of truths yet unrevealed.

III.

IT IS A MISTAKE TO THINK THAT EDUCATION SHOULD BE COMPLETED AT SCHOOL.

There is very little systematic study done after school-life with a definite idea of disciplining the mind, or widening the intellectual vision. The years when men should do their best independent work are usually wasted. There is no stronger condemnation of a system of education possible, than the fact that a race of pupils trained under it leaves school without the desire as well as the ability for further study. Pupils have naturally a desire for knowledge. Like every other good tendency, that desire may be developed, increased in depth and intensity. If the teacher's methods are correct this desire must so increase. The teacher should develop this natural desire into a conscious habit of regular study as a duty. "I like" should yield, when necessary, to "I ought." The teacher should deal with his pupils in regard to all departments of learning, as Dr. Arnold did in teaching history: "Show them that it contains gold, and train them to dig for it." Pupils do not receive enough practice in extending thought rapidly and definitely from printed matter. One of the most hopeful educational movements of the age is the agitation in favor of systematic study for broader and greater intelligence after school life is over.

IV.

IT IS A MISTAKE TO BE SATISFIED WITH THE DEVELOPMENT OF AN AGGRESSIVELY RECEPITIVE ATTITUDE OF THE MIND TOWARDS KNOWLEDGE.

Aggressive receptivity is good, active productivity is much better. Great as is the power to gather knowledge readily and thoroughly, the power to use it advantageously is much greater. The acquisition of knowledge in its highest development will be of little use unless accompanied by the motive and the ability to use it unselfishly and advantageously. The "rote process" of learning was abandoned for "oral teaching;" the weakness of oral teaching was recognized and an advance made when the guiding motto of teachers became, "We learn through the eye;" this in turn has been given up by good teachers for the better maxim, "We learn by doing." Even this may be improved, and should be, "We grow by doing." After all that we have read, and heard, and seen, we are to-day, the products of what

we have done, so far as we have been molded by educational forces.

## V.

## IT IS A MISTAKE TO NEGLECT THE PHYSICAL TRAINING OF PUPILS.

The physical nature of the child is a part, and a very important part, of its outfit of power. The physical powers may be developed as easily and as systematically as the mental powers. In the upward movement of the human race the prime essential for definite advancement is the improvement of the body. Men would be grander intellectually, and purer morally, if they had better bodies. The fact that some physical development is necessarily obtained outside the school-room, does not relieve the teacher of his duty in regard to physical training. It is equally true that we get intellectual development outside of the school-room (more than we get in it), but this does not prevent the effort to make the school a means of additional mental training.

The importance of placing children in favorable physical conditions while they are engaged in study is now universally acknowledged. Provision is usually made, and should always be made, for proper lighting, warming, seating, and ventilation in a school-room. But this is not enough. Pupils have a right to a definite physical training by means of carefully selected calisthenic exercises and drill, for the following reasons:

1. To give the most beneficial rest from the weariness of long-continued study in the same position.
2. To cause the blood to circulate freely to the extremities and prevent a chronic condition of over-supply to the brain, as a result of study.
3. To enlarge the chest and thereby increase the capacity of the lungs and the power of the heart.
4. To preserve the bodily health in a vigorous condition.
5. To increase the strength of the bodies of our pupils.
6. To develop the power of physical endurance in our pupils.
7. To give erectness of figure and gracefulness of carriage.

8. Physical exercises should be practiced in order to improve the powers of expression. Appropriate gesture always adds clearness and emphasis to the expression of our thoughts. He who speaks only with his tongue uses but a portion of his power to instruct or influence his fellow-men. Many people are as susceptible to the influence of graceful motion as to the effects of change of tone, emphasis, and inflection combined. The performances of a skilled athlete are always attractive and pleasing. Gesture exercises and calisthenics executed by a large number of children delight and inspire an audience more than music. It is worthy of the best thought of teachers to make the bodies of their pupils harmoniously responsive to their minds. In performing calisthenic exercises, the various parts of the body necessarily act in obedience to the child's will. The teacher's or leader's will expressed by word of command is the motive that calls the will of the child into action, but the movements of the child's body are controlled by his own mind. Appropriate calisthenic exercises practiced regularly at school will make gesture a habit, and will tend to make the body sympathetically responsive to the feelings and thoughts of the mind.

9. Physical exercises form the best means of developing energetic and definite executive intellectual activity in pupils.

10. Physical exercises are of great service to the teacher as a means of securing good order. Disorder results from misdirected energy. The energy is right. The teacher's duty is to find a legitimate outlet for the energy, not to check it.

11. Physical drill tends to strengthen the moral nature. The boy who has a slouching body and a shuffling gait cannot fail to become a better and higher type morally as well as intellectually, if he is trained to stand on both feet, to step firmly and gracefully, to brace his knees, to hold his shoulders back and his head up, and to look steadily into the eye of his teacher.

Other teachers plead that they have no time for physical exercises. These teachers should remember two things:

1. Physical exercises practiced frequently save time by improving the discipline, and preventing irritation to both teacher and pupils.
2. No pupils should be allowed to try to work sixty minutes in an hour. It is impossible for them to do so for five or six hours a day, and it would be very injurious to them to do so if they could. Pupils who are forced to make the attempt are being trained to work at a lower rate of speed than they should acquire. Those who devote fifty minutes to intellectual work and ten

minutes to physical exercises will have more knowledge, better bodies, happier dispositions, and greater intellectual force, than if they had been compelled to plod wearily at the same kind of work through each long hour of the day.

## VI.

## IT IS A MISTAKE TO NEGLECT INDUSTRIAL TRAINING IN PRIMARY CLASSES.

The hand should be trained for three reasons:

1. It is the chief means by which mankind earns a livelihood.
2. It is the agency by which most of our intellectual conceptions have to be carried into execution.
3. The intellectual powers of young children are aroused to complete activity by working with material things.

## MANUAL TRAINING.

By DR. G. VON TAUBE, of the Gramercy Park Training School, New York City.

## ARGUED BY THE LUNY DEBATING CLUB.

Some of its advocates I heard mentioning the *reasoning faculties* instead of sense perceptions; some kind of new reasoning faculties you know, all based upon the faulty and unreliable concrete, instead of the only faultless abstract.

But even admitting again, for the sake of the argument, that this reasoning faculty would eventually represent the systematizing of previously acquired sense concepts, and not the divine spark of the creative and innate intellect, I would like to know what are the special concepts that manual training exercises would supply for the purpose of further mental constructivity? It is evident, of course, that most of the school branches taught would at least easily call upon the imagination of the young pupil, enabling him to soar higher and higher as his age and knowledge advance; but in what way would imagination be enhanced by the rather penurious and purely mechanical workshop practice systematized into a well-graded drudgery? This my luny friends, I was unable to decide, and shall be very anxious to learn from you the vanguard of the so-called progress.

Thus unless, you will succeed in proving to me the contrary, I must declare this new educational hobby an educational failure, an economic social reaction. Previously they wanted in this happy land to make everybody a gentleman. The public schools were the tool, growing youth the material. I must say they did succeed; no country, even our moon, can show so many gentlemen to the square mile as this one; but reaction came, and now they want everybody to become an artisan.

In given time they will probably become disgusted with this also, and arrive at the conclusions we have reached long time ago in the moon, to wit: that true education does not consist in any general ideal, making every luny inhabitant equal to any other; but that it is somewhat of a special training, taking into consideration the future lot of the individual. Thus, it may be classical and literary training for our better luny classes, thoroughly practical and technical for our artisans, and consist merely in good writing, reading, and spelling, for our political voters.

Far from recommending this new venture, therefore, I should rather suggest as an improvement the taking off of some branches in our public school curriculum, and not any addition to it.

*Ane Faithful* (called upon by the president)—Mr. president, ladies and gentlemen, from the moon: It is rather difficult to add anything to an argument handled by Dr. Erratus Abstractus. The contesting of such is of course out of question in my case. I agree and sympathize fully with the doctor.

It appears to me that we ought energetically to oppose rather than to encourage the materialistic bend found at the bottom of the question.

If any improvement should be found desirable in our luny public schools, it is most assuredly not the addition of a new element of realism; that would ultimately destroy in our young the foundations of the emotional and poetic.

These are too scarce already in these horrid times of ours. An addition, I would recommend, would be some literary branches, calling out feeling and imagination.

What is individual life worth, do I ask, if not under the continual influence of a strong, emotional tie to his church, his nation, his family?

What parody of human possibilities must it not become, when missing the treasure of a well cultivated

imagination! Imagination, that most supreme of all human powers, which free from the thralldom of time and space, even glancing over the despicable actualities with their microscopical calculations, unfettered, carries the human genius upward, discovers new worlds, creates new planets, is the only faculty that makes men divine.

An artistic culture would be wanted, a culture synthetic, emotional,—grand, and not analytic, calculative, small and mean. A culture that would allow our young to have an early emotional insight into the shrine of the beautiful—the refined. Fill his soul with an ideal aspiration for such, and thus form in him the artistic nature, happy, independently of success or failure, wealth or misery. A culture as possessed by our never-equalled classics, the marvelous strains of whose language are yet, and for many a century will be, even if considered apart from their unequalled art productions, a sufficient evidence of an emotional, and therefore true mental superiority. Now, do I ask, can your manual or industrial training re-act upon emotion? Can it induce the soul with that sensibility for the abstract, grand, and beautiful? Can it enable your youth to construct their own ideal, without which man is not fit to exist, and which is purely emotional, or will it, based upon matter of fact, make a matter of facts only out of the tender and all-potential elements of the youthful minds? Will not this forced pre-occupation, with this never-ending drudgery of matter and material calculations and measures, of set rules, set work, dead copy of a dead mechanical draft, representing a dead mental conception, will all this not tend to make the poor young mind more realistic still, and dwarf from the very start his greater possibilities for a true future? I for my part do not see any other logical outcome; some may answer that Leonardo da Vinci or Michael Angelo were of mechanical turn of mind, and great masters at the same time, that thorough knowledge and penurious laboratory work, did not prevent Goethe from being one of the greatest poets or the like; but you will see at once, that we deal with exceptions in such cases, and that the only argument bearing upon the case would be actual statistics, proving to us the majority of mechanical men to be poetical and artistic; otherwise as you sow you reap, is the old adage, and stifling at an early age the emotional and imaginative in the human mind, you may expect only some material success at the costly expense of the ideal in man.

Time getting late, it was resolved that the contrary party will answer at the next meeting. The case for the defense of manual training to be opened by Mr. Simplicius Creedus.

## EDUCATION ON THE PACIFIC COAST.

The Schools of East Portland, Oregon. From Supt. W. A. Wetzel's Report.

## A VERY DESIRABLE STATE OF AFFAIRS.

It has been remarked by many that it is wonderful how peaceably the pupils get on together. The little expressions characteristic of gentility, are common on the playground, as well as in the school-room, such as, "Thank you," "No, thank you," "If you please," "I beg your pardon," "Please excuse me," etc., are exchanged among the smallest. The use of bad language is almost wholly unknown. Some of the forgoing are little things, but life is the sum of little things, and the teacher should not fail to correct or commend for the least act. In three years no severe cases of corporal punishment have occurred, no expulsions, and but one suspension. I take great pleasure in making this statement, for, if the records are correct, but a few years ago expulsions and suspensions were of weekly occurrence. This excellent condition of our schools, concerning government and discipline, is the result of the efforts of our teachers to instill lessons on good morals and gentle manners, and habits of correct living.

## GOOD WORK IN ARITHMETIC.

The work in arithmetic has been thorough and practical. The pupils have been encouraged to make an application of all the principles to actual business affairs. This has given them an understanding of the utility of the subject, and has added much to its interest. Rapidity and accuracy are very desirable in all mathematical calculations. They are the essentials in all business transactions where computation is necessary. Much time has been given to these essentials, and the results have been fully commensurate. In the application of the fundamental operations of arithmetic, the pupils are required to perform as much of the work mentally as possible.

## HOW NEW EDUCATION PRINCIPLES, APPLIED TO GRAMMAR, WORK IN OREGON.

English grammar is the science of the English language; but that it teaches us to write and speak the language correctly, is, in my opinion, an error. Grammar, as is usually taught in our schools, is likely to degenerate into barren word exercises, and the very study that should guard the pupil against that habit may foster it. Our language is a grammarless one, and the attempts to fit a grammar to it are futile and a waste of time. In our primary grades fully nine-tenths of the time usually devoted to the study of grammar, is occupied in language-construction, both oral and written; the remainder of the hour for language-studies is devoted to the study of the simplest so-called grammatical forms. Thursday of each week is our general composition day. The last quarter of the day is occupied in writing compositions of all kinds; essays, reviews, letters of all kinds, business forms, etc. Oral language exercises occur daily. In fact, each lesson of the day is a language lesson. We are enthusiastic over the results of our work in this direction. Many of the pupils in the advanced grades, have become writers of no ordinary abilities. The little ones in our second and third grades use the language beautifully, in expressing themselves on paper. These little ones, whose minds have not been burdened and confused with grammatical forms, will have acquired an elegant use of the English by the time they are prepared to enter the high schools.

## READING.

The sing-song style so common in the schools has entirely disappeared. A conception of the thought to be expressed, is the first requisite of good reading. This, the teacher in a simple way must impress upon the child's mind, and lead into a clear understanding of the subject. The excellent results which we have secured in reading, are largely due to the supplementary reading matter, which we have introduced in the way of magazines, papers, readers of other series, and miscellaneous books. The children become very tired of the continued use of one reader. If we were required to thumb the pages of one book for nine months, we would consider it a great punishment. This desire for something new is stronger in the child than one of mature years, and must be satisfied, or mental stagnation will be the result.

## TIME CAN BE SAVED.

There can be no doubt that, in general, much time is wasted on the so-called common branches, I am convinced that with instruction of the proper character, the time devoted to them may be shortened one-fourth or one-third, while the results may be doubled in value, leaving time for the acquisition of knowledge of some other not less practical subjects. The boys and girls in the schools now, who must go out into the world to do for themselves a year hence, will meet with a livelier competition than their fathers met with, and will need a better preparation.

## A LONG STEP FORWARD.

The three following items of attendance, truancy, and visitors, for the past three years, will give an idea of the interest manifested in the schools by teachers and pupil, and by patrons:

	Per cent. attendance.	Tardiness.	Visitors.
1884-5	98	317	692
1885-6	98	147	689
1886-7	95	89	911

## A SUGGESTIVE PLAN FOR A TEACHERS' MEETING.

In our small city every Monday evening, the teachers met each with a note-book, furnished by the principal, containing such points of difficulty as were experienced during the week. These were discussed at length, and such directions as could be given impromptu were given; but if the matter required further thought, the principal made special preparation to be given in the course of the following week. These difficulties were usually concerning methods of presenting various subjects in class-work; for instance, one teacher had trouble in presenting the subject of "Fractions," another, a lesson on "Parts of Speech," etc. To these he brought special works from his own library, assisting them also by personal instruction, oftentimes taking charge of their classes to illustrate a point in methods. At every meeting, topics involving principles of education were assigned, usually a reference being given where to find them specially treated, and

such other points as would enable a teacher to make a comprehensive report. Educational papers were read and exchanged, clippings and comments thereon made, note and scrapbook copiously used, while magazines and standard literary works were not neglected. By this course the quality of teaching was bettered forty per cent. The result was perceptible in the entire school work. Pupils were enthused and animated; their deportment better and government more democratic; their whole being elevated and refined. It was a clear demonstration of the old adage. "As are the teachers so are the pupils."

## ATMOSPHERIC CONDITIONS, AND LAWS OF VENTILATION AND HEATING, AT COL. PARKER'S SUMMER SCHOOL.

The lesson was upon the heat and moisture of the atmosphere, and its importance lay in its bearing upon the atmospheric conditions of a school-room.

Two thermometers were compared, each of which stood at 88°. The bulb of one was bound up in a cloth. The other bulb was bared to the atmosphere.

Having made the first comparison, Mr. Fitz wet the cloth and fanned it vigorously. The rapid evaporation, or expansion of the water into vapor, requiring heat in its process, took some of the needed caloric from the surrounding air, and some from the bulb of mercury. The result was a rapid fall of the column in the thermometer, in spite of a warm draught which struck them both and sent the other up to 90°. The falling column reached 70°.

The process of fanning removed the air as fast as it became saturated with moisture from the drying-cloth, and thus induced the maximum speed of evaporation possible in the air of that room, and, consequently, the greatest fall in the thermometer.

Had the air in the room been less dry, the evaporation would have been less rapid, because of the lesser capacity of the air to take more moisture. The fall of the mercury would have been correspondingly less. Had the air been dryer than it was, the evaporation would have been more rapid, because of the greater thirst of the atmosphere, and the fall of the mercury would have been greater.

From the result of this experiment, then, an inference could be drawn regarding the amount of moisture then suspended in the air of the room.

Starting with the fall of 20° in the thermometer, and referring to various tables it was found that the air of the room contained but 4 grains of vapor to one cubic foot. It should have contained 10, at 90° of temperature.

The atmosphere, then, was too dry for health. This is the case in many school-rooms. It necessitates both more heat and more ventilation than an atmosphere containing the normal amount of moisture.

It necessitates more heat by inviting evaporation from the body, and producing a consequent chilling effect; 70° would always be warm enough for a room if each cubic foot of air contained its proper amount of water.

It necessitates more ventilation, also, by inviting evaporation from the body, and thus charging itself with more impurity than a moister air would take.

When the air is too dry in the class-room (and the teacher can educate herself to detect this by her own sensations) open the escape at the steam coil and let the steam rush out; or, if the room is heated with a stove, have water boiling upon it. When none but dry heat is furnished to the room, evaporation pans, placed so as to get the full benefit of the hot-air current, should be used.

Ventilation is simply weather on a small scale and under control. When air is heated it expands. The hot air in a chimney is lighter, by reason of this expansion, than a similar column of air outside. The pressure on both columns at the top is the same. The difference in downward pressure at the base of the flue between the inside and the outside column is simply the difference between the weights of the two columns. The pressure of both columns is communicated to the surrounding atmosphere, so that both pressures are felt at the mouth of the furnace. The outer or heavier column exerting the most pressure, the inner or lighter column gives way and rises before it. Hence the upward draught in a chimney.

The same principle governs the ventilation of buildings. The outer, cooler, heavier air, being admitted somewhere near the foundation, pushes before it the inner, warmer, lighter air, which escapes somewhere higher up.

There are various theories for the use of heat in ventilation. The best plan is to admit the heat near the ceiling, and provide for the escape of foul air near the floor.

Heat admitted at the top of a room spreads out under the ceiling, pretty evenly, over the entire room. As more hot air enters, and the air below escapes, there is a constant settling of the upper air downward, carrying a uniform degree of heat to all parts of the room and continually supplying a fresh atmosphere at the breathing plane. There are no cold draughts at the feet, and if the general temperature there is two or three degrees cooler than at the head no harm is done. The Ruttan system of heating follows this plan.

## THREE SUGGESTIONS.

By SOLOMON SIAS.

## I.

A wholesome revolution might be introduced in the primary department of every public school by the substitution of oral exercises and object lessons by the teacher of books. There should be an exercise called *language*, which means English, and which should train the pupils to express in their own words what they really know. The spelling and grammar books should be abolished (in the primary section) and correct reading take the place of both. The spelling lesson is never so valuable as when it is a written drill, as spelling comes to the eye quite as much as correct grammatical speech is properly taught to young children by the are alone. Much of the time given to geography and the constant exercises in boundaries and capitals should be spent on natural philosophy and physiology (by simple illustrations.) Instead of parsing there should be written exercises in composition (about familiar things), in letter-writing and the arrangement of words, which may be made of greater interest to the children if they are called on to criticise blackboard work. From May to November plants should be studied by the little folks; from November to May, animals, trades, occupations, common phenomena, mythological and biographical stories, morals, and minerals, by means of teacher's talks.

## II.

The teacher of a school should always have something interesting and valuable to present. The teacher supplements both the book and child experience. He is a student. He constantly interrogates nature. His knowledge is always fresh and sparkling; it is at once wider and more specific than that derived from textbooks. He opens up to the child-mind new beauties, new wonders, and new relations. Curiosity is kept alive. Every energy is aroused. The pupil grows strong as well as wise, and the power of ready and penetrating attention becomes a fixed life-habit.

## III.

The recitation of a primary class should not continue longer than from ten to twenty minutes. Short study and recitation periods, alternating with recreation, will characterize the daily program of the wise teacher. Furnish children with plenty of hand work, and change the work at the study-seats at short intervals, and they will not grow weary of school duties.

## THE RETURN BALL.

All the children in Miss Jackson's school had rubber return balls. I mean, all except Susie Grant.

"Why don't you have one, Susie?" said Mabel Lee.

"I can't," said little Susie, with a very sober face.

When school was done five girls started down to the candy store. All at once Mabel said, "Let us put our money together and buy Susie a ball."

"Yes," said Flossy Grant, "poor Susie has very few toys. Her mamma has to work very hard to take care of her children."

So the girls went to the toy shop and bought the best ball they could find for fifteen cents.

The next day Susie found the ball in her desk, with a card, on which was written, "For dear Susie from her friends."

You may be sure Susie's happy face made five other girls happy.

A short time since, it was announced to the students of the University of Pennsylvania, that smoking is to be hereafter prohibited in the college building. This decision was arrived at, at a recent meeting of the Faculty, and goes into effect immediately,

## THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

### SHORT METHOD IN MULTIPLICATION.

By ANNA JOHNSON.

Observing in the JOURNAL a short time ago a method of writing numbers for addition in such a manner that the answer could be determined immediately without adding, and thus saving much labor for the teacher, I thought it might be well to present one for multiplication.

Use two figures for the multiplicand and two for the multiplier; the sum of the units must be ten and the tens must be alike; for instance,  $21 \times 29$ ,  $32 \times 38$ ,  $43 \times 47$ ,  $54 \times 56$ ,  $65 \times 65$ , &c.

The answer is obtained by multiplying the units figures together and keeping the whole amount, adding one to one of the tens figures, multiplying them and keeping that whole amount, as  $78 \times 72$ . Ans. 5616.

Adding ciphers to either multiplicand or multiplier will lengthen the examples a little.

Short methods of obtaining answers often fit in very nicely and save the teacher much unnecessary trouble.

### SELECTIONS FOR LONGFELLOW'S DAY.

USED IN ALLIANCE, OHIO.

#### I. Biography of Longfellow.

1. Early Life.
2. Education.
3. Disposition.

#### II. The Arrow and the Song.

#### III. The Happiest Land.

#### IV. To the River Charles.

#### V. Excelsior.

#### VI. The Village Blacksmith.

#### VII. The Clock on the Stair.

#### VIII. My Arm Chair.

#### IX. The Reaper and the Flowers.

#### X. The Builders.

#### XI. The Wreck of the Hesperus.

#### XII. The Building of the Ship.

#### XIII. Noble Deeds.

#### XIV. The Ship of State.

#### XV. The Children's Hour.

#### XVI. Hiawatha, (selections).

#### XVII. Evangeline.

### FACULTY-CULTURE BY DRAWING.

[CONTINUED.]

BY FRANK ABORN, Cleveland, O.

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### EXERCISE XLVI.

GAME:—Peculiarity of construction.

Let the class try who can describe a house with the steepest roof.

Allow a moment for a sketch.

See who has beaten.

Try again.

In this exercise, if it seems desirable, the class may try to describe any or all of the following:

The largest house with the steepest roof.

The smallest house with the steepest roof.

The broadest house with the steepest roof.

The highest house with the steepest roof.

See "General Directions." Ex. I.

### EXERCISE XLVII.

GAME:—Relative size.

Pose a boy facing the school.

Dismiss the pose.

Allow a moment for a sketch.

Those have beaten who have described the body of the pose as being larger than the head.

### EXERCISE XLVIII.

GAME:—Peculiarity of construction.

Let the class try to describe a house with a flat roof.

Allow a moment for a sketch.

See who have beaten—who have described a house without a ridge-board or a place for one. (Figs. 1, 2, and 3.)



Try, also, the following :

The largest flat-roofed house.

The smallest flat-roofed house.

The broadest flat-roofed house.

The highest flat-roofed house.

### EXERCISE XLIX.

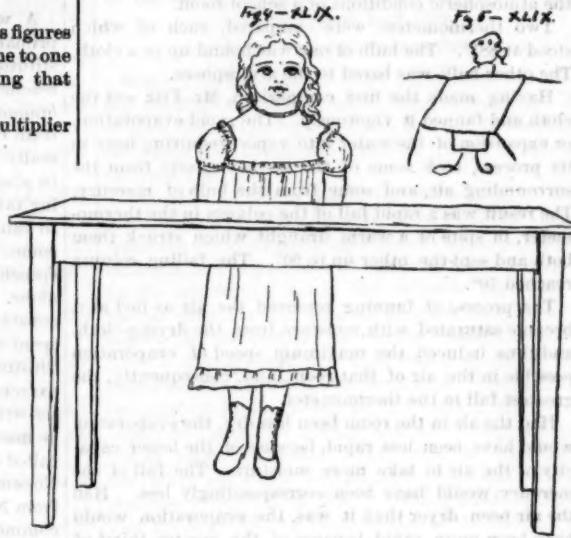
GAME:—Position.

Pose a child behind the table. (Fig. 4.)

Dismiss the pose.

Allow a moment for a sketch.

See who have beaten, who have represented the pose as partially hidden by the table. (Fig. 5.)



### METHODS.—II.

By MISS BELLE THOMAS, Normal Park, Ill.

#### NUMBER.

The suggestions here made for first-grade work, will, in some cases, supply the higher classes as well.

The use of any kind of objects in number teaching is comparatively recent, and when this step in advance was first taken, it was deemed sufficient to supply one class of objects for the purpose of counting. The next step was the introduction of anything and everything as counters.

An attempt is now made, for which we may thank the kindergarten, at a systematic arrangement of objects so as to serve the purpose, not only of number teaching, but also of bringing to the child certain other experiences which are necessary to his harmonious growth. In making provision for number teaching why not bring into the school-room things that help in other ways than this, the minerals, plants, etc., of the natural world?

Shoe-pegs, tooth-picks, etc., are good, but why not have something that will teach something definite in—say length and distance. Sticks, one inch, two, three, four, six inches long, may be used, as well as shoe-pegs, and tooth-picks. A stick that means, to the child, every time he sees it, an inch, becomes with him a standard of measurement. When he takes the two-inch stick comparison comes in, and he soon learns that it takes two of one to make the length of the other. Even the foot-rule may be used without touching the number twelve, because the child can measure it with two of the six-inch sticks, six of the two-inch sticks, etc.

With the one-inch stick continually or frequently before him it is surprising to see how soon he will estimate and draw an inch line. But the stick should not be the only representative of an inch. He should cut it from paper and from string, and find and apply it in many ways.

Variety in the objects used for number work, obviates the danger of always associating ideas of number with particular sets of objects. On the other hand, the enthusiastic young teacher sometimes makes the opposite mistake of catering to the little whims of the children until they will not give her what she wants without first going through the whole collection of toys or objects for illustrations.

Have something to teach outside of the number work. The ideal number work involves the question: "How can I best use observation lessons, language, geography lessons for the purpose of number teaching?" We should draw our number problems from the other work of the day.

In advanced grades it becomes easier to do this, because the field of study broadens. In the early teaching we can get many number lessons from the study of form. There is much in the line of cheap material for the combined study of form and number, and you can make your own material; or, better yet, have the older pupils make it for the younger. They can soon be taught to cut squares, etc., of definite size.

**Question.** When do you advise a first use of figures?

**Answer.** Some classes are quicker, some slower in development. Usually, when a child knows all numbers to, and including ten, having gained in that part of his work the use of all idioms pertaining to the language of number, he is ready for a new mode of expression and may be taught figures and signs. It is not always necessary to wait until then, however.

**Question.** Would you teach a child 37 as you do 10 and expect him to mentally see 37 objects when the figures are presented to him?

**Answer.** Not unless I wished to drive him to the insane asylum. When the child has completed twenty, he has acquired the whole a, b, c. of arithmetic. In his study of sixteen he has learned that sixteen ounces make a pound. Twelve taught him the inches to a foot and the dozen; eighteen, the dozen and a half."

**Question.** Would you teach that eighteen inches make half a yard?

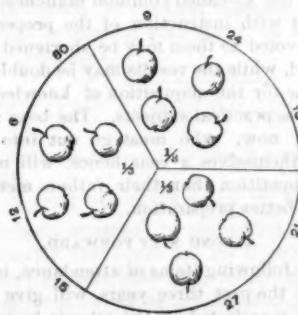
**Answer.** That belongs to the study of 36.

We will say that the child thoroughly knows 20 and is about to take up 21. He knows that two sevens and a six make twenty. Twenty-one gives him one more to add to the six, making another seven. Twenty-one, then, suggests to him three sevens. He has learned that six threes, and two make twenty. Twenty-one, therefore, suggests to him seven threes.

### A METHOD OF DEVELOPING THIRDS OF NUMBERS.

By PRIN. C. H. GLEASON, Newark, N. J.

NOTE:—When allowed to answer in concert a few bright pupils answer all the questions. By requiring the answers written on the slate, time can be allowed for slower ones.



Into how many parts is the circle divided?

Are the parts equal or unequal?

What is one of the parts called?

How do you find a third of anything?

How many apples do you see in the circle?

How many apples do you see in each third?

What is one of the three equal parts of 12 apples?

Then what is one-third of 12 apples?

Tell me, on your slates,  $\frac{1}{3}$  of each number around the circle as I point to it.

### EXAMPLES.

John had 9 apples and sold  $\frac{1}{3}$  of them, how many did he sell?

How many had he left?

William had 24 cents and spent  $\frac{1}{3}$  of it, how many cents did he spend?

How many had he left?

How many oranges at 4 cents each could he buy with what he had left?

Harry had 30 marbles and lost  $\frac{1}{3}$  of them Monday and 8 Tuesday; how many did he lose in both days?

How many had he left?

How many are  $\frac{1}{3}$  of 15 +  $\frac{1}{3}$  of 18?

How many are  $\frac{1}{3}$  of 27 less  $\frac{1}{3}$  of 21?

Mary's mother gave her 10 pennies, her father gave her 6, and her brother 2; she spent  $\frac{1}{3}$  of them for candy how many did she spend?

How many had she left?

How many are a third of 9 + a third of 12 + a third of 15?

Into how many equal parts is the circle divided?

What is one of the parts called?

What are two of the parts called?

How do you find two-thirds of anything?

By dividing it into three equal parts and taking two of them.

How many apples do you see in the circle?

How many are there in  $\frac{1}{4}$  of the circle?

How many are there in  $\frac{1}{2}$  of the circle?

Then what are  $\frac{1}{4}$  of 12 apples?

Tell on your slate  $\frac{1}{4}$  of each number around the circle as I point to it?

#### EXAMPLES.

Mary had 12 oranges and gave away  $\frac{1}{4}$  of them, how many did she give away?

How many had she left?

#### AN ORIGINAL TEACHER'S ALPHABET.

BY WM. M. GIFFIN, A.M., Newark, N. J.

**A** man or woman who has forgotten how he or she felt as a child, is hardly calculated to teach. Certainly no such person is fit to be the disciplinarian of children.

**B**ecause a child knows his counting tables thoroughly, and can repeat them as rapidly as he is able to talk we must not think that he comprehends them. These tables have been learned by hundreds of children who had no idea that three twos make six, or that two twos make four.

**C**hildren soon learn to wait for the "thunder clap," if once begun. Never, then, begin by trying to startle the class into being orderly or attentive. Win their attention, and good order will follow.

**D**o not make tug-boats of yourselves, to pull your pupils through the waves. Rather take the place of the rudder, and *guide* them in the right direction to help themselves through.

**E**very teacher who succeeds in awakening a desire for better things, in the mind of a young scamp, deserves more praise than a thousand teachers who have simply stuffed as many pupils with a combination of words taken from a dozen text-books.

**F**ellow teachers, there are many streets that lead to all grand avenues, and patience, courage, love, faith, sympathy, self-control, enthusiasm, and common sense are the streets that lead the successful teacher to the avenues of the minds of his pupils, which, in their turn, lead to the soul. And those teachers who do not travel them all will be failures.

**G**ood teachers, i. e., hard-working, untiring, conscientious, progressive, enthusiastic teachers, never have received, and must never hope to receive their full reward in this world.

**H**undreds and hundreds of teachers (?) go to their classrooms every day, who are no more fit for the work in which they are engaged than a snail for rapid transit.

**I**t is much easier to teach a child by rote, that is, to cram the memory, than to train and develop the reason. Consequently those teachers who are not possessed with a requisite amount of enthusiasm, cry down the so-called new methods, and cling to the old.

**J**ust as well might a lawyer endeavor to practice law with no knowledge of the statute laws of his state, or a doctor to practice medicine with no knowledge of physiology, as a teacher to practice the profession of teaching with no knowledge of the mind he is trying to shape.

**K**now as much of the home life of your pupils as possible. It will often be a help to you. We have known children to receive praise for their efforts, when, without this knowledge by the teacher of their home life, they would have received nothing but censure.

**L**et every pupil have access to the school library. The practice of lending them to only those who obtain high rank is bad. The very boys who most need the good reading never have access to it, and after once getting a taste for trashy stories, there is no incentive for them to try for the choice reading.

**M**any a child who is running over with animation, full of life, and fun, and happiness, is made to fairly hate his school and school books, because his teacher does not take the time or trouble to study his disposition, and thus learn how to govern him.

**N**ever do I scold a pupil when he does not understand a new principle the first time I explain it, because I

have no desire to make him *fear* me. Never do I tell him he is dull or hard to learn, no matter how much I may think so, because I have no desire to make him *hate* me. Never do I get out of patience with him, because I desire him to be *patient*. Never do I laugh at him, because I have no desire to wound his feelings.

**O**pportunities are often given the teacher to teach a moral to his pupils. O, glorious Opportunity, thou benefactor of the human race! If all the chances thou hast given to mankind had but been embraced, then indeed would the gallows oft been cheated of its prey, and hell itself found less cause to rejoice! With all the sins of Adam's race art thou familiar, and at the committing of each hast thou been present to offer thy services, but alas! how many times hast thou been cast aside by those who had not learned the secret of thy power! Greater is thy influence than all the sermons by man e'er preached without thy aid. It is to thee that all the heroes yet known to man are indebted. May Heaven teach us all to know thy power and rightly use it!

**P**rofessional teaching can only be done by professional teachers. There is no reason why teachers should be subjected to little petty "quiz" examinations every few months in order to retain their position. Teachers having this bugbear hanging over them cannot do professional teaching. The cities on some out-of-the-way island are of more importance to them than any question in psychology.

**Q**uestions in a recitation should be asked before naming the pupil who is to recite. Then all will give attention, not knowing who may be called on to answer the question.

**R**ead of Laura Bridgman, who had neither the sense of hearing, smelling, tasting, nor sight; nothing but the sense of touch, and yet who, to-day, is a woman of more than ordinary intelligence, and then tell me if we, who have the five senses with which to work, dare assert that there is a child under our charge whose understanding we cannot reach.

**S**ome teachers seem to think that teaching is *hearing* the pupils recite lessons from text-books. A child may learn all the facts in all the encyclopedias ever published and recite them perfectly, and yet be a useless member of society. It is not so much what a child learns in school, as how he is taught to apply what he learns.

**T**hat a child cannot see a truth which is imparted to him by some one method, is not a certainty that he is dull, or that he cannot be taught. There should be almost as many methods as there are pupils. In some children one of the senses may be very acute, while all the others are more or less dormant. The teacher's duty is to discover which sense is the most acute, and deal with that until the understanding is reached.

**U**nless a boy is taught to govern himself in the school-house and school yard, pray where is he to be taught? Surely when he has left school his employer does not care to hire him, and at the same time hire some one else to watch him to see that he does his duty.

**V**ery often, to our shame be it said, are the kindly words of praise and encouragement withheld from faithful teachers until it is too late, and the first we hear or know of their untiring devotion to the cause, is when we read of it in a long-drawn set of resolutions, after they have passed to that better and brighter world.

**W**hat credit is due a teacher who graduates a bright, intelligent boy with a high standing? Scarcely any. Such a boy will learn if shut up in a room by himself; though you bind him hand and foot, yet will he gain knowledge. The teacher who deserves credit, is he who awakens the sleepy mind. He who reaches that which all others have failed to reach. He it is that, like the sculptor who had finished his master-piece, may clasp his hands and with joy exclaim, "This is my handiwork!"

**X**enophon, when but a young man, had charge of an army of ten thousand men. He owed his success to his teacher, Socrates.

**Y**oung teachers are apt to look for immediate results, and think if they see or hear of no improvement in their pupils that none has been made. Teachers little dream of the life-long influence they have on many of their pupils. Let us be sure it is for good.

**Z**eal rightly applied by a teacher in her class-room work, is a better disciplinarian than a thousand rattans in the hands of as many "living" automata.

#### THINGS OF TO-DAY.

Five Irish members of Parliament, and several other well known men, have been arrested for taking part in illegal meetings.

In his annual message, President Cleveland, contrary to custom, deals with but one subject—the tariff. He takes the position that reductions are necessary in order to prevent the accumulation of a surplus in the treasury.

England is negotiating for the purchase of the cable between that country and France.

It is reported from St. Petersburg, that Count Tolstoi will resign the office of Minister of the Interior.

Mrs. Euster, a New York woman, captured a thief who had been rummaging her apartments, and held him until assistance arrived.

Algernon S. Sullivan, the well-known lawyer and orator, died in New York.

Gen. Zenas C. Priest, the oldest railroad superintendent in the world, died at Little Falls, N. Y., at the age of eighty-two.

New York State has made arrangements for a deer park in the Catskill mountains.

Senator Palmer will introduce a bill into Congress to regulate and restrict immigration to the United States, by keeping out such persons as seem likely to become undesirable citizens.

Russia is massing troops on the frontier, to prepare for the expected Austro-German invasion.

The General Christian Conference, which assembled in New York, discussed the evil influence of the saloon and other topics.

Twenty persons were killed, and many injured by an earthquake in Calabria.

Secretary Lamar, in his annual report for the Interior Department, recommended the passage of an act repealing the land-laws, with the exception of the homestead law.

A vault filled with the relics of the mound-builders, was found in Missouri.

The new cancer hospital at One Hundred and Sixth street and Eighth avenue, New York, was opened.

The Secretary of War in his annual report, endorses Gen. Sheridan's recommendation, touching the extension of all government aid possible to the National Guard of the different states.

Secretary of the Interior Lamar has been appointed to the Supreme Court bench.

W. D. Howells and wife have decided to spend the winter in Buffalo.

The U. S. Supreme Court has sustained the prohibition laws of Kansas, holding that a state has a right to decide what measures are appropriate or useful for the protection of public morals, the public health, or the public safety.

Lord Mayor Sullivan, of Dublin, has been placed in Tullamore jail.

Edward Harrington, M. P., has been sentenced to a month's imprisonment for publishing reports of National League meetings. The Republican National Convention, will be held in Chicago, June 17 next.

John Most, the Anarchist, has been sentenced to one year in the penitentiary for making an incendiary speech.

#### FACT AND RUMOR.

The committee having charge of the endowment of Hamilton College are making efforts to raise the fund to \$300,000.

D. R. Locke (Petroleum V. Nasby) is in poor health, suffering terribly from dyspepsia.

Senator John Macdonald has given \$40,000 with which to establish a hospital in Toronto.

The Friends have a farm of seven hundred and twenty acres of land near Wabash, in a high state of cultivation, on which are nearly one hundred young Indians receiving a Christian education.

About fifty Harvard undergraduates propose to organize a series of meetings in Boston for the benefit of those not ordinarily reached by religious organizations. They will be aided by the preachers of the University.

Carrying out one of Senator Hoar's ideas, the Essex Club of Boston suggested that the public schools of Massachusetts devote a portion of December 17 to exercises in honor of John G. Whittier, that day being the eightieth anniversary of his birth.

The Students of Columbia College will wear the mortarboard cap and gown such as are now worn in the English Universities.

A course of lectures on Kant's philosophy will be delivered in this winter by Edwin D. Mead.

The University of Pennsylvania intends to send an exploring expedition to ancient Babylon, under the direction of Dr. John P. Peters.

The Rev. Canon Brook, D.D., president of King's College University, N. S., the oldest colonial university of the British Empire is spending a few days in Boston, working in the interest of the centenary of that institution, which will be celebrated next June.

Old men play a commanding part in affairs of the world as may be seen from the following list: Ferdinand de Lesseps is 82; Emperor William, 90; Moltke and Bancroft, the historian, each 87; Kosciusko, 85; Prof. Owen, 83; Dr. Dollinger, 88; the Pope, 77; Gladstone, 79; John Bright, 76; Bismarck, 72; Jules Grévy, 74; Lord Selborne, 75; Lord Granville, 72; Lord Tennyson, 78; Robert Browning, 75; Dr. Holmes, 78; Verdi, 73; Meissonier, 72; P. T. Barnum, 77.

Prof. Alexander Johnson of Princeton, is an athlete as well as an educator. He played second base for the college base ball team last summer.

Prof. J. S. Ciley, of Jericho, Vt., says: "I regard Hood's Saraparilla as invaluable for catarrh."



DEXTER SHELDON STONE.

Dexter Sheldon Stone was born in the town of Coventry, Rhode Island. He was educated in Providence and was a graduate of the old Summer Street Grammar School, and of the Providence High School. After overcoming many obstacles he pushed his way through Brown University, graduating from that institution in 1858.

Soon after leaving college he became connected with the publishing house of Cowperthwait & Co., of Philadelphia. He remained with them for several years, representing their interests in New England, and having his headquarters for a portion of the time at Hartford, Conn. His fondness for yachting and boat building induced him at this period to enter into business relations with Mr. John Henshaw, the wonderful blind yacht-builder of Bristol, R. I. During this partnership which lasted about three years, Mr. Stone assisted in the building of a number of well-known yachts, among which were the Fanchon, the Clytie, the Kelpie, and the Qui Vive.

In the year 1867, Mr. Stone again connected himself with the house of Cowperthwait & Co., assuming the management of their New England business, and having his office at Boston. Under his supervision the business increased rapidly, and in 1870, he was called to Philadelphia to assume a responsible position in the house. In 1873, he became a member of the firm, and in the same year was married to Miss Brockett, of New Haven. Until his death Mr. Stone was an active and energetic worker for the welfare of his firm.

The field of his labors was a comprehensive one. Fitted as he was, by experience to understand the difficulties connected with the successful introduction of books, he became at once the superintendent, the adviser and the friend of the different members of the agency force.

But there were few branches of the business with which he had not an extended acquaintance, and the impress of his personality appears in every book issued by his firm since he made Philadelphia his home. His suggestions to the authors, and his good taste in the selection of type, illustrations, and all that contributes to the "make up" of a book, combined with his readiness to do hard work, made him an important factor in developing the business of Cowperthwait & Co.

The love for yachting, to which reference has been made, was so strong a characteristic of Mr. Stone's nature that no sketch of his life would be complete without some reference to it, and no better words than the following, penned by one of his intimate friends, can be found to describe it :

"He was a devoted yachtsman. His knowledge, skill, and brilliant performances were widely known. Above his love for yachting, was his love for the sea : it was a passion ; a passion, however, to which he was not a slave. It was the glory of his freedom when he shook off the shackles of the land. His joy of communion with the sea was no treason to the shore. No one could more truly say :

"I love not man the less but nature more  
From these our interviews, in which I steal  
From all I may be or have been, before, and feel  
What I can ne'er express, yet cannot all conceal."

While in Boston, Mr. Stone owned the *Secret*, the *Fanchon*, and the *Psyche*, and was part owner of the *Clytie*.

He was one of the charter members of the Boston Yacht Club, and at one time was its treasurer, and until his death an honorary member. Many enjoyable sailing parties in the vicinity of Boston can be recalled by the numerous fortunate friends who partook of Mr. Stone's hospitality while he resided in that city.

While in New England he won nearly every yacht race in which he participated. Upon one occasion he rescued the crew of one of the competing yachts which was capsized and still came in winner. In after years, with some of his friends of like tastes for yachting, he formed an amateur crew which took part in the annual Corinthian races of the Seawanhaka yacht club of New York. Of six successive races in each of which Mr. Stone's crew manned a different boat, five were won, and the boats with which his crew sailed to victory were beaten when managed by other crews. During his residence in Philadelphia, Mr. Stone was part owner in several yachts of which the last was the *Nepenthe*.

He took a strong interest in the affairs of his Alma Mater, and up to a short time before his death, when he resigned the office, he had acted as treasurer of the Brown University Alumni Association of Philadelphia.

The disease, cancer of the stomach, which caused his death, made itself manifest in his failing strength for some time previous to his decease. In February, 1887, he sailed for the Bermudas in hope that the trip might restore his exhausted energies but he returned unable to re-enter the busy routine of his former life. In July he was taken to Nantucket where a month later, on the shore of the ocean which he loved so well, he passed away.

He was always diligent, zealous, intelligent, and by his energy attained success. He was a faithful friend, and though slow to form attachments, he was still slower to unloose them, and the integrity which won him respect and esteem through life will endear his memory to the large circle of friends who mourn his death.

## EDUCATIONAL NOTES.

### STATE TEACHERS' ASSOCIATIONS.

STATE.	PLACE.	DATE.
California,	Berkeley,	December 28-29.
Colorado,	Denver,	December 28-29.
Illinois,	Springfield,	December 28-30.
Indiana,	Indianapolis,	December 27-29.
Kansas,	Topeka,	December 27-29.
Maine,	Augusta,	December 29-31.
Michigan,	Lansing,	December 27-29.
Minnesota,	St. Paul,	December 28-27.
Missouri,	Moberly,	December 30.
Missouri,	Marionville,	December 27-29.
Montana,	Helena,	December 27-29.
New Jersey,	Trenton,	December 28-30.
New York,	Binghamton,	January 18-20, 1888.

### CONNECTICUT.

The following are the officers of the Eastern Connecticut State Teachers' Association for the ensuing half year:  
Pres. Mr. H. L. Gard, New London; Vice Pres. Miss E. A. Fanning, Norwich; Secy. Mr. R. Nelson, Putnam; Treas. Miss L. C. Browning, Danielsonville; Exec. Com., Mr. W. H. Desper, Stafford Springs; Mrs. Maria Starr, New London; Miss S. F. Guile, West Brooklyn.

### ILLINOIS.

The following is the educational program to be presented at the State Teachers' Association, Dec. 28-30, at Springfield: "Our Mother Tongue; Need of its More Thorough Mastery;" "Elementary Language Work," H. Raab, Belleville; "Thought Analysis," Newell D. Gilbert, Austin; "Influence of What Children Read," M. Moore, Champaign. General Discussion. Reading Circle Report, E. A. Gastman, Decatur; Address, "The Teacher and the Labor Movement," Richard T. Ely, P. D., Associate Professor of Political Economy, Johns Hopkins University; "Laboratory Work in Physics and Chemistry: The Equipment," D. P. Parkinson, Carbondale; "How to do it," Jas. H. Shepard, Ypsilanti, Michigan; "Educational Value," W. C. Barnhart, Peoria. General discussion, "The Teacher: His Training in View of the Popular Demands," President Edwin C. Hewitt, Normal; "His Training in Psychology," Col. F. W. Parker, Normalville. General discussion. "The Recitation," Geo. Howland, Chicago; Music in the Public Schools: "The Value of Music as an Educational Factor," H. E. Holt, Boston; "What has been done and what may be done," W. L. Tarbet, Alton. General discussion.

### INDIANA.

The thirty-fourth annual session of the Indiana State Teachers' Association will take place at Indianapolis, Dec. 28-30. The following papers will be read:—"Needed Changes in the School Economy of Indiana," Jas. A. Woodburn, Indiana University; "Literary Work in the Grades," Mrs. Lizzie S. Byers, State Normal School; "Educational Psychology," Victor C. Alderson, Prin. of Englewood High School; "Teachers' Reading Circle," C. W. Thomas, Sup't Harrison county schools; "Children's Reading Circle," Jas. Carhart, DePauw University; "The True Test of Excellence in a School System," W. N. Hallinan, Sup't LaPorte

Schools; "The Teacher as an Investigator," Miss Lillie J. Martin, Indianapolis High Schools.

Prof. Swing, of Chicago, will give the principal evening lecture at the State Teachers' Association in December.

Some teachers out West are thinking of giving up the endeavor to learn the English language and adopting the simple and attractive Volapuk.

### KANSAS.

The largest and best convention in the history of the Southwestern Kansas Teachers' Association was held at Wellington late in November. There were over four hundred teachers in attendance. One good feature of the association was an exhibit of school work from many of the schools of the neighboring counties. The exhibit was a very creditable one. That from the kindergarten department of the State Normal School, at Emporia, excited much interest, and it is hoped did much good.

### MAINE.

The following subjects will be presented at the Maine Pedagogical Society, which meets at Augusta, Dec. 29-31.

"Report on Language," Prof. Henry L. Chapman, Bowdoin College. Discussion opened by State Supt. N. A. Luce, Augusta. "Scientific Temperance Instruction, with Illustrative Experiments," C. F. Warner, Farmington. Discussion opened by Charles R. Crandall, M.D., Portland.

"Report on History," Prin. George C. Purinton, Farmington. Discussion, opened by Prof. A. W. Small, Colby University.

"Our Grammar School Arithmetic," C. A. Byram, Prin. Grammar School, Bangor. Discussion opened by I. M. Norcross, Prin. Grammar School, Lewiston.

"The Aim of Our Primary Schools," Miss M. L. E. Shaw, Lewiston. Discussion opened by Supt. W. W. Stetson, Auburn.

Report of Professional Reading, Prin. W. J. Correll, Gorham. Discussion, opened by Prin. R. Woodbury, Castine.

"What and How Much Science Teaching in Common Schools," Prof. F. L. Harvey, State College. Discussion by Messrs. Estabrook, Gorham and Sweetser, Bucksport.

"Educational Science in Teaching Music," Prof. A. E. Holt, Boston.

"Expression as a Means of Culture," C. W. Emerson, M.D. President of the Monroe College of Oratory, Boston.

"Value, Amount and Character of Instruction in Modern Languages in High Schools," H. E. Cole, Prin. High School, Bath. Discussion opened by G. A. Stuart, Prin. High School, Gardiner.

"Educational Advantages of the Study of Latin," W. R. Whittle, Prin. High School, Ellsworth. Discussion opened by J. M. Hill, Prin. High School, Bangor.

"Place and Work of Seminary in our System of Education," J. H. Parsons, Prin. Maine Central Institute. Discussion, opened by Rev. E. M. Smith, Pres. Maine Wesleyan Seminary.

Report on Civics, L. G. Jordan, Prin. High School, Lewiston. Discussion, opened by Supt. Thomas Tash, Portland.

### MINNESOTA.

The eleventh annual session of the Minnesota Educational Association will be held at St. Paul, Dec. 27-29. The following is the educational program: "Parochial Schools," Professor W. K. Frick, Gustavus Adolphus College; "Religious and Moral Training in the Public Schools," Professor Margaret J. Evans, Carleton College; Discussion of the two papers, opened by Superintendent Darius Steward, Rochester; "Relation of the Normal Schools to the High Schools," President Thomas J. Gray, of the St. Cloud Normal; Discussion, opened by Superintendent William Moore, Lake City; "A System of State Certification," Superintendent Leslie A. Gregg, Marshall, followed by Superintendent Samuel Torgerson, Moorhead; "Language and Grammar," Superintendent S. S. Taylor, St. Paul; "Principles of Examination and Grading," Superintendent A. W. Rankin, Owatonna; Short discussions upon topics of interest, directed by State Superintendent D. L. Kieble; "Tenure of Office," Superintendent W. S. Hammond, Madelia.

### NEBRASKA.

The South Eastern Nebraska Teachers' Association held its third annual meeting at Beatrice, the latter part of November. The attendance was large, and the session was a very interesting and profitable one.

### NEW YORK.

The teachers' institute of the first commissioner district, Steuben county, will be held Dec. 19-23, at Avoca.

### PENNSYLVANIA.

A most interesting session of the Carbon County Teachers' Institute was held at Mauch Chunk early in December.

### TEXAS.

Mr. A. H. Wilkins, the most popular of men among Texas teachers, has turned over the entire editorial work on the SCHOOL JOURNAL to Hon. O. H. Cooper, Supt. Public Instruction.

"A Texas Arithmetic by a Texan," is the name of a work shortly to be published by Mr. S. M. Horton, Macy, of this state.

Mrs. Fannie Reese Pugh has been chosen principal of the Hearne schools.

The Prairie View State Normal for colored students is to have various improvements. The last legislature appropriated \$10,000 to establish a manual training department. A large sewing-room is being built, which will be provided with six sewing machines, work tables, cutting tables, etc., etc. Here the young women will learn dressmaking and tailoring. The contract has been let for a new machine shop and this too is to be fitted up in the most approved style. The farm has been enlarged and a system of water works constructed.

The lowest salary Corsicana pays is \$60 per month, while many of her teachers receive \$70.

Teachers over the state are having a hard time cashing their vouchers, sometimes being compelled to wait 5 or 6 months. Austin and Tyler have lately made arrangements to borrow the money and settle all salaries at the end of each month. Many other cities do the same and certainly all ought to do so.

Tyler, State Correspondent. Mrs. P. V. PENNYBACKER.

## NEW YORK CITY CORRESPONDENCE.

Several schools have applied for industrial training, among them Grammar Schools 11 and 43.

## PEDAGOGY.

The lectures at the University so far have been upon the following subjects: "Socrates—How he Taught," "Xenophon's Ideal Education," "School Life in Ancient Greece," "Spartan Education," "Plato's System of Education."

The three next in line will be, "Aristotle's Educational and Ethical Theories," "University Life in Athens," "Educational Systems of the East."

So far in his lectures, Dr. Allen has illustrated the inductive method of teaching by presenting facts, from which to generalize further on. The lectures have contained vivid representations of the high ideals held by some of those advanced thinkers of ancient times, together with the actual condition of educational affairs during the times in which they live and which, sad to say, often differed painfully from the theories of the old philosophers much as educational theory and practice differs nowadays.

## PROCEEDINGS OF THE BOARD.

A long and earnest discussion, which lasted until after the time for the JOURNAL to go to press, arose at the last meeting, when Miss Julia L. Crinnion's appeal came up. The facts of the case, which, by the way, did not come out very clearly until put in Commissioner Wood's vigorous Scotch accent, were as follows: On Friday night the trustees of the Seventeenth ward met and resolved to transfer Miss Crinnion from G. S. 79 to G. S. 25, salary and position undiminished. But she was not notified until Monday morning when she went into her class-room. She was then told to go to the other school. Naturally, she felt that she should have been consulted, or at least notified earlier, so that she might have been given a chance to speak for her own interests. For, notwithstanding the fact that the removal was a compliment to her ability, and no degradation in salary or position, she had strong reasons for not wishing to go. Her health had been overtaxed in the old position under pleasant and familiar circumstances, and she had no desire to run the risk of breaking down again under the untried and apparently greater difficulties of the new. If she could have had the opportunity of stating these reasons to the trustees, she believed they would have left her in her old place; but they gave her no such opportunity. Hence her appeal to the board.

Mr. Wood denounced the action of the trustees as unfeeling and ungentlemanly; said it was treating a teacher as if she were a slave to be ordered around at their pleasure. Mr. Creary said it was a plain principle of common sense justice to hear what a teacher had to say before coming to a decision that was to her of such vital importance.

Mr. O'Brien said that though the schools were supposed to be carried on for the good of the children, they would not result in good to them if injustice were done the teachers. Mr. Schmidt also spoke strongly against the action of the trustees. But the others argued according to the letter of the law, which the board of trustees had not violated in any point; hence they did not think "a mere matter of sentiment" should lead them to censure the action of the very honorable gentlemen who composed that board.

The matter of sentiment, however, constrained seven commissioners to vote in favor of Miss Crinnion. These were commissioners Agnew, Creary, Dodge, O'Brien, Smith, Seligman, and Wood.

The other twelve voted just as conscientiously the other way, but one could not help wishing they had dropped the question of law, and sympathizingly considered some way of helping this teacher out of her difficulty.

Supt. Jasper is preparing a course in calisthenics to be introduced in the schools. It will be divided and portioned out to the different grades in such a way as to give each grade its definite work.

He is, also, with the help of his assistants and the board committee, preparing the new course of study which is to make room for the introduction of manual training. The first draft of this has been completed, but Commissioner Holt thinks some changes will be found necessary.

Mr. Grunenthal's relief globe in china, which was described in the JOURNAL some weeks ago, is now finished, and is on exhibition at the rooms of the board of education, where it excites a great deal of interest.

The Primary Teachers' Association have issued a letter to all primary teachers setting forth the results accomplished by this organization since its establishment in 1883, and asking the influence and financial support of the whole body of teachers whom it represents.

## ART STUDENTS' LEAGUE.

The new rooms of the League were thrown open to its friends for inspection on Saturday, Dec. 3d. The location is 143 to 147 East 23d Street, and the improved facilities in regard to space and light and general comfort mark a long stride in the development of this institution.

At the reception a collection of Mr. Wm. H. Chase's paintings was shown, also work by Mr. George DeForest Brush, Mr. B. R. Fitz, Mr. Kenyon Cox, Mr. Blashfield, and others. These were particularly enjoyed on account of the varied methods and treatment of the different artists. A small orchestra of stringed instruments played during the evening adding to the pleasure of the guests. The League receptions are always a success, and the initial one in the new building was another demonstration of this fact.

Mr. Orville Brewer, of Chicago, will be in New York from Saturday, December 24 to Thursday, December 29, at the St. Denis Hotel, and in Boston from the 29 to January 3 or 4, at the Parker House. He will be pleased to meet his friends in the East and teachers at 3 o'clock on any of these days. He is visiting the East with a view to establishing a branch of the Teachers' Co-operative Association in one of these cities.

Dr. Hammond will lecture at 8 University Place on "Sleep and the Need for it," Monday, December 10.

## GRAND BENEFIT ENTERTAINMENT.

The general association has been getting up a grand entertainment for the benefit of the teacher mentioned in the JOURNAL some weeks ago, who is insane, and whom the teachers of the city are supporting at the asylum where, it is hoped, she will eventually be cured.

This entertainment is to be given at Steinway hall, Saturday evening, December 17. Among the good things on the program are the following: An organ solo by Mr. Baldwin, followed by a solo by Mr. Dufft, baritone. Mrs. Webb will read "Mary Queen of Scots," and "Her Letter," by Bret Harte. Miss Ollie Torbett will give a violin solo, "Souvenir de Bode," by Leonard and De Beriot's Concerto, 1st movement. Miss Jennie Monroe will give "The Legend of Van Bibber's Rock," and "Cassandra Brown." Mme. Weyman will give a piano solo, "Petit Poème Gazonne," by Gerville, and a "Polish Dance." Mrs. S. Baron Anderson will sing a solo and a duet with Mr. Dufft. Miss Collins will read, and dance the "Minuet," and also the "Kitchen Clock." The Schumann male quartet will sing "Annie Laurie," harmonized by Buck, and a "Sailor's Song," by Hatton.

One of the finest things on the program will be the "Rapid Sketching in Black and White" by the Sketch Club, led by Mr. Sarony.

E. L. BENEDICT.

## LETTERS.

SPELLING DEVICES.—Give some devices for conducting spelling lessons. A. R.

Give a paragraph in the reader, history, or physiology, the words of which shall constitute the spelling lesson for the day. Conduct the recitation by giving sentences or phrases from the paragraph, to be written on the board. Let the work be afterwards criticized by the class. The following is another plan: Let two divisions be formed, one to write the words given, the other the definitions of those words. When the list is completed, two pupils may read their work aloud, the one spelling the word, the other giving his definitions, the class meantime criticizing. For an oral spelling lesson, pupils can give words to each other. If the one who is called upon fails, the pupil who gave the word must spell it.

TEXT-BOOKS.—Would you dispense with text-books in the class-room? If so, how would you conduct a recitation without them?

GEORGE W. ROACH.

If the design of the teacher is to conduct a recitation, a text-book must of course be used, but if "that method of teaching is by far the best that leads a pupil to investigate for himself," then a text-book is of secondary importance. Secondary—if we consider mental discipline obtained through the learning of books, but Primary—if the object is to cram the mind with dates and facts obtained by another. "The number of facts a pupil learns is by no means the measure of his success." Of what use is it to stuff the mind as though it were turkey? Nothing but nonsense. Then you may ask, "why are text-books useful?" We answer, "for reference, verification of facts, as containing the material for thought work. We would dispense with all text-books in the class-room of the intellectual Grad-grind and crammer, but we would fill the school-room of the real teacher full of them. It has to be said over and over again nearly every month, that the learning of a text-book does not by any means prove that the subjects have been mastered. All honor to the real teacher. Give him and his pupils access to the best library in the world, and mental discipline will be the consequence. But all disgrace be heaped on the head of the plodding instructor whose highest idea is "learn your lesson," and whose everlasting precept sounds day after day in the class-room, "Recite what you have learned."

PAPER FOLDING.—Give me some hints on teaching paper-folding for the first time. RANDALL.

Get some pliable paper of assorted colors, if possible. Cut it into small squares, four-inch ones being the best size to use first. Begin with a little talk about the paper squares, their color, texture, and shape, the parts of each square, what articles resemble them, and the uses of paper in general. When the squares have been given out, have each one placed with an edge parallel to the desk's edge; then instruct the children in all the parts, as, lower left-hand corner, upper edge, right edge, etc. The folding now begins, children following directions, and naming the imaginary articles produced. Creased once, diagonally, it will be a "shawl;" creased once, horizontal to edges, it will be a "book;" creased so that each point meets in the center makes an "envelope," etc. The children should be directed to always fold away from themselves.

VARIATIONS IN THE READING LESSON.—Give a few pleasant variations in the reading lesson. DISTRICT TEACHER.

Once a week let the class do some sight reading—reading a lesson on which they have made no preparation. It should be something outside of the reading book, and of interest to the pupils.

During a reading lesson, which has been prepared, have books closed, and the story told by pupils in their own words, or, by questions, bring out the main points in the lesson, to see who have been observant.

Reproduction always varies the usual reading-lesson. Begin by having all write on paper one thing which they can remember of the lesson, gradually increasing the request until they can reproduce the entire story.

Have the leading sentences of a story written on slips of paper, and given out. When the sentences have been read let the class write out the story.

## ARTICLES INTERESTING TO TEACHERS FROM RECENT PUBLICATIONS.

Agassiz and Evolution.—Nov. Pop. Sc. Month.

The Air Supply of School-rooms.—Sept. Education.

America. Is it Europeanizing?—Oct. Forum.

American University.—Oct. Education.

Are we Educating our Children?—Oct. Westminster.

Art in Primary Schools.—(Sept. 15) Rev. Pédag.

Astronomy with an Opera-Glass.—Nov. Pop. Sc. Month.

The Study of Caesar.—Nov. Education.

Anecdotes of Chas. Reade.—Oct. Atlantic.

Civil Service in France.—(Oct. 13) Nation.

Costa Rica.—Oct. Harper's.

The Economic Disturbances Since 1873.—Nov. Pop. Sc. Month.

Education of Boys in France.—(Oct. 8) *All the Year Round*.

England and the Colonies.—Sept. Pol. Science Quart. Emerson's Genius.—Oct. Atlantic.

Fifty Years of English.—Oct. Church Q. Rev.

Fifty Years of Progress in England.—Oct. Unit. Rev.

Furniture of Sixteenth Century.—Oct. Mag. of Art.

Fossils, New Mammals.—Oct. Am. J. Sci.

Free Trade Struggle in U. S.—Oct. Westminster.

Geikie on the Teaching of Geography.—Nov. Pop. Sc. Month.

Gladstone and the Irish Question.—Oct. Blackwood's.

Hale on the Art of Reading Latin.—Nov. Education.

Hawaiian Islands.—Oct. Cosmopolitan.

History in High Schools.—Oct. Academy.

Historic Illustration of Superior Teaching.—Sept. Education.

History. How Taught.—Oct. Academy.

Homes and Temples of Japan.—Oct. Overland.

Intelligence of Eskimos.—(Oct. 6) Indep.

The Interstate Commerce Law.—Sept. Pol. Science Quart.

Irish in the United States.—Oct. Chautauquan.

Jewish Benevolence in Paris.—Rev. d. Deux M.

Kentucky, Tennessee, and Ohio. Oct. Mag. of Am. Hist.

A Kitchen College.—Nov. Pop. Sc. Month.

The Language of the Emotions.—Oct. Pop. Sc. Month.

Liquor Question, as an Economic Issue.—Oct. Luth. Q.

The Place of Literature in the College Course.—Sept. Education.

Literary Value of Classical Study.—Nov. Education.

Mammoth Cave.—Oct. Longman's.

Manners and Morals.—Nov. Com. School Ed.

Mixed Schools in Virginia.—(Oct. 18) Indep.

Modern-Language Teaching in Europe.—Nov. Education.

Our Hundred Days in Europe.—Oct. Af. C. Month.

Oxygen in the Sun.—Oct. Am. J. Sci.

Paris School of Fine Arts.—Oct. Scribner's.

Paul's Psychology.—Oct. Christ. Thought.

Peoples of Central Asia.—(Sept. 17) Rev. Scient.

How the Germans Study Philology.—Nov. Education.

Problems of Evolution.—Oct. Phren. Jour.

Railway Telegraphy.—(Oct. 15) Elec. Rev.

The Savagery of Boyhood.—Oct. Pop. Sc. Month.

Science of Thought.—Oct. Dial.

The Soul of the Far East.—Oct. Af. C. Month.

State Control of Industry in the Fourth Century.—Sept. Pol. Sci. Quar.

The Subjunctive in English.—Nov. Education.

Animal Intelligence Illustrated.—Dec. North Am. Rev.

The Color of Words.—Dec. Pop. Sci. Month.

The Coming Civilization.—Dec. North Am. Rev.

Compulsory Voting Demanded.—Dec. North Am. Rev.

Duty of Leaders of Christian Thought.—Nov. North Am. Rev.

A Review of the Fisheries Question.—Dec. Forum.

Our Forestry-Problem.—Dec. Pop. Sci. Month.

The Metals of Ancient Chaldea.—Dec. Pop. Sci. Month.

The Rise of the Granger Movement.—Dec. Pop. Sci. Month.

No Sectarian Public Schools.—Dec. North Am. Rev.

Science and Practical Life.—Dec. Pop. Sci. Month.

Concerning Shakespeare.—Dec. North Am. Rev.

## BOOK DEPARTMENT.

## NEW BOOKS.

**THE STANDARD CANTATAS.** Their stories, their music, and their composers. By George P. Upton. Chicago: A. C. McClurg & Co. \$1.50.

Mr. Upton's series of hand-books upon the famous music of the world has been enlarged by a third volume, "The Standard Cantatas." To show how comprehensively the author has treated the subject, we quote the list of composers whose works have been described:

Bach, Biala, Beethoven, Benedict, Bennett, Berling, Brahms, Bruch, Buck, Corder, Cowen, Dvorak, Foote, Gade, Glinker, Gleason, Handel, Hatton, Haydn, Hillier, Hofman, Leslie, Liszt, Macfarren, Mackenzie, Massenet, Mendelssohn, Mozart, Paine, Parker, Rheinberger, Schubert, Schumann, Smart, Sullivan, Wagner, Weber, Whiting.

An account of the origin and development of the cantata opens the book, and each composer is represented by from one to six of his compositions in this form. Biography, anecdote, and history are combined by Mr. Upton in an untechnical and attractive manner, and the volume is as useful in its field as the two which preceded it are in theirs, "The Standard Oratorios," and "The Standard Operas."

**HALF HOURS WITH THE STARS.** A Plain and Easy Guide to the Knowledge of the Constellations. True for Every Year. Maps and Text Specially Prepared for American Students. By Richard A. Proctor. F. R. A. S. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 39 pp. \$2.00.

In order to make it an easy thing for the student of astronomy to gain a correct knowledge of the stars, Professor Proctor has prepared this set of maps, and specially constructed them, so that the student may know at what time, and where in the sky the constellations are to be looked for. These maps have been so constructed that each exhibits the aspect of the whole sky at a given day and hour. The circumference of the map represents the natural horizon, the middle of the map representing the part of the sky which lies immediately overhead. There are twelve of these maps, and they show the position for the United States of the principal star groups, night after night throughout the year. A separate explanation accompanies each map, and an Introduction of four pages is given, which explains, and fully prepares the student for the use of them. The maps and text have been prepared by Professor Proctor especially for American students. The book is beautifully gotten up with heavy satin finish paper and excellent type.

**BIRDS AND BLOSSOMS, AND WHAT THE POETS SING OF THEM.** Illustrated by Fidelia Bridges. Edited by Susie Barstow Skelding. New York: Frederick A. Stokes, Successor to White, Stokes & Allen. 130 pp. \$3.50.

In brilliant blue and gold, with flocks of birds, and a grape vine in full leaf on the outside cover, "Birds and Blossoms" makes its bright appearance. The inside of the book is as gay as the outside. On the first page are seen, in life color, Cat-Birds and Garden Roses. The other illustrations, each one full page, are Cedar-Birds and Cedar-Bough, Sandpipers and Blossoming Beach Plums, Owls at Evening, Bobolink and Clover-Blossoms, King Bird and Cardinal, Flowers, Purple Finches and Peach Blossoms, Cheewink and Trillium. These beautifully executed designs, by Fidelia Bridges, are prepared in colors, and have a vivid, life-like appearance. "What the Poets Sing of Them," consists of a collection of prose and poetry, forty-six selections in all, coming from many of our most admired and celebrated authors. Some of these selections have unique titles, as well as graceful and beautiful sentiment. For instance, Major and Minor; In the Cat-Bird's Nook; The Friend in Shadow: Summer Resurrection; Heather Lintle: The Song in the Dark; There's a Wedding in the Orchard; Beauties of Morning; The Postman. These are only a few of the pretty and attractive things said about the birds and blossoms, as found in this blue-covered volume. The make-up of the book is fine. It has heavy, satin-finish paper, and excellent type for the reading matter, while the painted illustrations are upon heavy water-color paper. The whole is gilt-edged.

**WIT, WISDOM, AND BEAUTIES OF SHAKESPEARE.** Edited by Clarence Stuart Ward. Boston and New York: Houghton, Mifflin & Co. The Riverside Press, Cambridge. 188 pp. \$1.25.

Although, at the present day there are many who read Shakespeare, there are very few who have the leisure or desire to know him thoroughly. Most persons are satisfied with the passing knowledge gained from witnessing some of the more prominent plays. In view of these facts, it has been thought by the editor of this book, that it is possible to provide a means for increasing the general knowledge of the great dramatist, by arranging in a manner which admits of easy reference, those passages of wit and humor, wisdom, philosophy, and incomparable beauty. With this end in view, all the passages in Shakespeare which are of especial significance, long or short, have been carefully selected and arranged by Mr. Ward in this volume. The book is tastefully bound in blue, with gilt lines and edges.

**THE CENTURY.** Illustrated Monthly Magazine, May, 1887. To October, 1887. The Century Co., New York. T. Fischer Unwin, London. Vol. XXXIV. New Series, Vol. XII. 960 pp.

Lovers of the *Century* do not wait for the bound volume to make its appearance before they express their delighted admiration of the material of which each separate number is composed. The month seems long in which to wait for the arrival of the old-time favorite, and when, at the end of six months the bound number is seen, it has the face of an old friend. We are, however, always ready to sound its praises. The present number comes out dressed in gold, ornamented with the signs of the Zodiac on the outside. A glance through the book reveals something of its richness of material, but a more close study shows the magazine to be an illustration of a remarkable development in periodical literature. Besides the great variety and abundance of solid articles, we find forty-three poems of various lengths, which are diversified enough to suit all kinds of tastes: thirty-one descriptions or histories of "Battles and Leaders of the Civil War"; twenty-six "Topics of the Time"; thirty-two "Open Letters" and thirty-three articles on "Bric-a-Brac." The first contribution in the book is perhaps the most fascinating, having been read with

untold interest. "Finding Pharaoh," and following that "Pharaoh and His Daughter." These two descriptions, besides being historically valuable are accompanied by illustrations no less valuable, as they represent in a vivid manner the tombs, mummies and appearances of those ancient kings and scenes. The descriptions of the discoveries are graphic in the extreme. Illustrations of all kinds meet the eye and add to the charm of the articles they represent. Serials, stories, histories, biographies, travels, and battles, richly illustrated, go to make up this most delightful number of the *Century*.

**LITTLE POLLY BLATCHLEY.** By Frances C. Sparhawk. Illustrated. Boston: D. Lothrop Co., Franklin and Hawley streets. 189 pp. \$1.00.

In this volume Miss Sparhawk has given the history of Little Polly, and presented it especially to girls. It is a pleasant, quiet story, full of home incidents, and its principal character is evidently modeled after some other little household treasure. She was one of the good-natured children, and always happy, from the fact that she had a power of amusing herself. Her experiences, from the time she began to run about the nursery, until she was big enough to write prize stories, are very entertainingly told. It is a rare and difficult thing to write a book which will attract children, and at the same time teach them a good lesson. It must not be too silly or too wise, and Miss Sparhawk has kept the happy medium in her story. The book is beautifully printed and bound, and full of pictures.

**THE EARTH TREMBLED.** By E. P. Roe. New York: Dodd, Mead & Co.

Mr. Roe's novel is eminently characteristic. It is a story of life in Charleston, S. C., in the year 1886. The principal characters are men and women of strong prejudices on opposing sides of questions which divided the country in Civil War thirty years ago. The young people fall in love with each other after the inevitable fashion and—their faces set toward a new era—have an exceedingly hard time of it with irate and unyielding parents: who are only brought to reason by the most heroic methods known to fate and the Roe school of novelists. The reader must not suppose that it is here intended to disparage utterly this class of writers; and indeed such an example as Mr. Roe could easily withstand the critics while the great mass of American readers cry for his stories, as they do. And this is good and sufficient reason in this tremendous popularity, which the most fastidious stylist would do well to recognize. In spite of a conventional ground-plot, the situations and working out of the narrative have sufficient originality to impart individuality and lifelikeness to the main figures in Mr. Roe's drama. Though the author's English is often careless and stereotyped, and his dialogue in many places stilted, and common-place, there lies underneath these blemishes of form, a strong, hearty spirit of human sympathy, which doubtless is the secret of his unequivocal success. The present story will be truly absorbing to all who love their fellow-men and want to see them depicted with earnest truth and sincere feeling, however roughly. The scenes of terror in Charleston during the recent earthquakes, furnish the situations for some of the later chapters, and give the book its title.

**STORIES OF THE MAGICIANS.** By Rev. Alfred J. Church, M. A. New York: Dodd, Mead & Co.

These delightful stories of Oriental Sorcery will appeal to the imagination of all who have imagination whether they be old or young. The stories are taken from two sources—The story of "Thalaba and the Magicians of the Domdaniel" is a prose rendering of Southey's "Thalaba the Destroyer"; the story of "Kehama and his Sorceries" is similarly reproduced from the same poet's "The Curse of Kehama." These romances are probably almost unknown to the younger generation of readers and the form in which Mr. Church has presented them will doubtless be vastly more acceptable than Southey's verses. To one of the older boys, who speaks from memory these tales seem almost as good as the "Arabian Nights." The "Story of Rustem" is greatly condensed from Firdansis' "Shah Nameh, or Book of the Kings," a Persian epic, Jules Mohl's translation of which is used with several amendments. The illustrations are peculiar, and in several instances rather more amusing than graphic. They are taken from Persian and Indian MSS. in the British Museum.

**HALF-HOURS WITH AMERICAN HISTORY.** Selected and Arranged by Charles Morris. Vol. I. 512 pp. Colonial America. Vol. II. 544 pp. Independent America. Cloth, Gilt Top. \$3.00. Philadelphia: J. B. Lippincott Company. London: 19 Henrietta Street, Covent Garden. Of histories of America, there exists an abundant store. They are made to suit the young and old, and are of every variety of quality. Some are too large for practical use, while the smaller do not contain the finer and more eloquent portions as provided by able historians. Led by this consideration, the editor of these volumes has thought it desirable to prepare "Half-Hours with American History," and thus give to the public a book with a special advantage of its own. It is composed of selections, and many of the works from which these extracts were made are entirely out of the reach of the great mass of historical students, and too voluminous for common use when reached. The extracts have not been grouped; but are presented in chronological order, joined by connecting links, each one, giving in brief outline, a sketch of the immediate events. The first volume is divided into six sections: The Period Before Columbus; The Era of Discovery; The Era of Settlement; Progress of the Colonies; The French and Indian War; The Threshold of the Revolution. Besides the extracts from the varied historians, Mr. Morris has two articles of his own in this volume, entitled, The Aborigines of America, and Political Development in America. There are no maps or illustrations. Volume II, Independent America, contains four sections: The American Revolution; The Union Founded and Sustained; The Progress of National Development; The Era of Civil War. These volumes, which have been so carefully prepared, will possess features of great value to all lovers of American history.

**ST. NICHOLAS: AN ILLUSTRATED MAGAZINE FOR YOUNG FOLKS.** Conducted by Mary Mapes Dodge. Volume XIV. Part I. November 1886, to April 1887. Part II. May 1887, to October 1887. The Century Co., New York. T. Fisher Unwin, London.

Of all the books published for children, whether in single number or as a bound volume, there is nothing quite equal to St. Nicholas. It has won its way, and rightfully, to the top of the ladder of fame. It is rich in entertaining stories and narratives for children, and is most beautifully illus-

trated. The tone of its articles is of a high grade of literary merit, as they are from some of the best and most celebrated authors of the day. Too much cannot be said in favor of such a monthly for young people. It is a delightful treat and one which is, as a rule, thoroughly appreciated by them. The frontispieces are of a high order of artistic excellence, and the illustrations, all through, are charming. The author of the "Brownies" deserves a gold medal, but he has already received something more valuable,—the everlasting gratitude and love of the children. In binding, the volumes are gay enough to suit all. Upon a bright red ground work are black and gold morning glories, and "St. Nicholas" stands out resplendently in red, gold-rimmed, upon a black medallion. More attractive books for Christmas cannot be found.

**STORIES OF PERSONS AND PLACES IN EUROPE.** By E. L. Benedict. Copiously illustrated. George Routledge & Sons. New York: Lafayette Place. London: Broadway, Ludgate Hill. 436 pp. \$1.50.

There is nothing like a good picture book to engage the attention of young people. A story has twice the charm, if it is only supplied with suggestive illustrations. This volume by Miss Benedict, is a fine illustration of the principle. The good reading, and historical information it contains has much more force in the mind of a boy or girl because of their graphic pictures. The design of the author is, to treat of the various countries of Europe, with their noted physical features, antiquities, legends, historical events, personages, industries and works of art, in such a way that a fund of useful information may be found, and laid up in the mind of the reader for future use. There are nineteen countries represented, each with a chapter full of interesting information, and embellished with illustrations. The book is very tastefully bound in bright colors, with a variety of designs on the outside, one within another. It is a most suitable present for Christmas.

## LITERARY NOTES.

It has been stated in the newspapers that a new edition of "Webster's Unabridged Dictionary" would be published soon. G and C. Merriam & Co., of Springfield, Mass., announce that this is erroneous, as no revised addition of the "Unabridged" will appear for some years. The results of editorial work within the last few years, have been presented in appendices and supplements.

The December number of the *English Illustrated Magazine* contains many attractive features, including fourteen full page illustrations.

The *Christmas Wide Awake*, contains some fine poems: "The Star Bearer," by Edmund Clarence Stedman; the "Ballad of a Bad Boy," by Andrew Lang; and "Who fills the Stockings," a dainty fancy by Edith M. Thomas. The prose, which is unusually attractive, will delight all, and especially the children.

Among the latest publications of Ticknor & Co. are "The Story of an Enthusiast Told by Himself," by Mrs. C. V. Jamison; "Sobriquets and Nicknames," by Albert R. Frey; "A Woman's Reason," "Damen's Ghost," and "Nights with Uncle Remus," have been added to their paper series.

"Descriptive Geometry," has been prepared by Prof. C. A. Waldo, of the Rose Polytechnic Institute of Terre Haute, Ind., D. C. Heath & Co., of Boston, are the publishers. It treats of several subjects, as yet little used in this country.

Thoughtful readers will find much that is valuable in "Christian Facts and Forces," a volume of scholarly and earnest discourses, by the Rev. Dr. Newman Smythe, of New Haven, published by the Scribners.

Mr. Willis Boyd Allen is well known to the boys and girls as a popular story-teller. His latest book, "The Northern Cross," will delight not only them, but the fathers and older brothers who attended the Latin School under Master Gardner's regime.

The publication of the results of the latest explorations at the Acropolis of Athens, by S. B. P. Trowbridge, Drs. Dorpfeld and Penrose, of the Archeological Schools of Athens, is announced by Townsend MacCoun, 150 Nassau Street, New York. It is a valuable work.

Mrs. Burton Harrison's "Old Fashioned Fairy Book" is out in a new edition for the holidays.

George Kennan, the accomplished traveler who is telling about the Russians and Siberians in a series of articles in the *Century*, has been placed on the black-list at all the Russian custom houses.

## CATALOGUES AND PAMPHLETS RECEIVED.

Monographs of the Industrial Education Association. A Plea for the Training of the Hand. By D. C. Gilman, LL.D., President of Johns Hopkins University.

Announcement for Polytechnic Academy, Midlothian, Texas, 1887-8; and Catalogue for year ending May 20, 1887. W. W. Works and T. J. Atwood, Principals.

Ye Catalogue of Americana. Rare and Miscellaneous books for sale by N. Father & Co., St. Louis, Mo.

Illustrations of Vivisection; or, Experiments on Living Animals, from the Works of Physiologists. Philadelphia; American Society for the Restriction of Vivisection.

The Public Charities of the City of New York. Address delivered at the woman's Conference, April 25, 1887, by Miss Rosalie Butler. Also extracts from a paper read at the same conference, by Mrs. C. R. Lowell.

Prospectus of the New York Victoria-Hansom Company, (limited) 140 Nassau street.

Catalogue and Circular of the State Normal and Training School at Farmington, Me., for the year ending June, 10, 1886. George C. Purinton, A.M., Principal.

Thirty-first annual Catalogue of Columbia Male and Female High school, Columbia, Ky., 1886-7, and announcement for 1887-8. D. G. Fenton, M.A., Principal.

Report of the Eighth Annual Session of the Cache (Utah) County Educational Institute, beginning Sept. 1, 1887.

Catalogue of Fayette High School, Fayetteville, Ga. Howell B. Parker, A.B., Principal.

Annual Address, delivered by George L. Guy, President of the Southern Illinois Teachers' Association, before that body at Chester, Ill., Aug. 23, 1887.

Annual Report of the Alliance (Ohio) Public Schools, 1887 C. C. Davidson, Superintendent,

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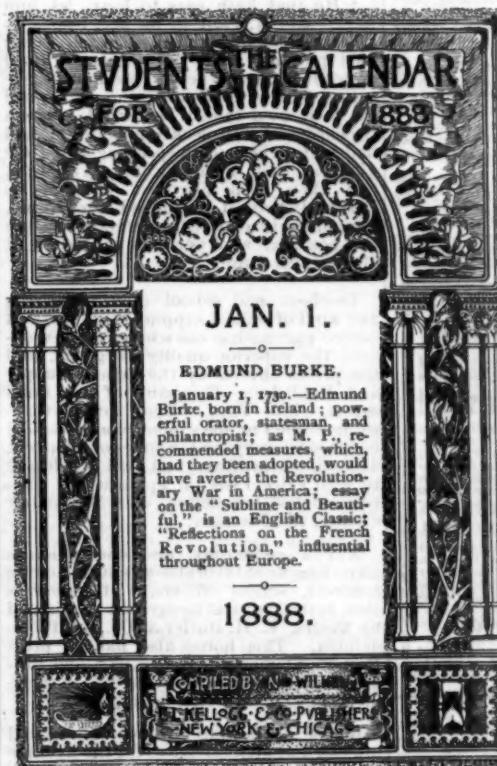
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Books containing matter of special interest and attractiveness for the average scholar are the "World at Home Readers," and "Collier's Histories," as published by Messrs. Thomas Nelson & Sons, 42 Bleecker St., New York. This firm also publishes many books of use and value for supplementary reading, and will send their catalogue free to any address.

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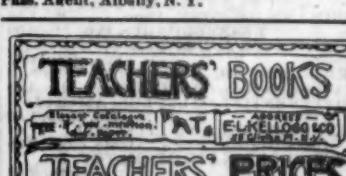
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